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ABSTRACT

The objective of Project Ranger is to improve school behavior and academic performance of selected, primarily "disruptive," students who are failing in the traditional school program. The Ranger curriculum uses the outdoor environment as the medium for improving student self-concept and relations with peers and adults and for providing skills which will help the student overcome his problems in the regular classroom. Published at the end of four years of program development, the Ranger Curriculum Guide is designed to be a manual for school districts and other organizations interested in implementing a similar program. The guide, focusing on program activities and student counseling techniques, presents thorough descriptions of goals, materials, and procedures in nine curriculum/activity areas: affective learning; ropes courses and initiative tests; conservation/community service work projects; field trips, and environmental studies. Topics for environmental study are community adventure; energy, food, and recycling; the Oregon Coast; Oregon geology and ecology; and winter survival. The guide includes a discussion of the program philosophy and the application of that philosophy in establishing student discipline and conducting activities. A bibliography lists 150 resource materials for teachers and students. (JH)

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PROJECT RANGER CURRICULUM GUIDE

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THE PROJECT RANGER CURRICULUM GUIDE

The completion of the Project Ranger Curriculum Guide marks the end of a four year period of program development. This document along with the Project Ranger Adoptors Guide is designed to provide the "how to" of running a Ranger Program to interested school districts and other organizations.

This Curriculum Guide focuses specifically on the program activities and student conseling procedures. Contained in the guide are the methods which have been proven successful in bringing about positive behavior change in participants. At Ranger, the responsibility for problems that arise in school is given to the student. Basing the philosophy of the Project on William Glasser's Schools Without Failure and Reality Therapy, the Ranger staff focuses on helping students obtain the tools and skills to deal with whatever situation they are in, and cope successfully with said situation. These tools consist of improving self-concepts, communication skills, self-control, problem solving, dynamics of group behaviors, peer/peer and peer/adult relations, conflict resolution, and classroom survival skills.

The significant concept about the Ranger Curriculum is that it focuses on growth in the student in a unique way. Many other programs attempt to help students change and grow by dealing exclusively with their "heads." Examples of such efforts include individual counseling sessions, group sessions, basic skill classes, cultural enrichment lessons. In contrast, Ranger is designed to work with the whole child. The Project has found that when the child's body is involved in doing something, his/her mind is quick toto follow. Ranger students give Ranger activities their attention and cooperation because they can be successful. Ranger has found that by readjusting the student's normal learning environment, students are generally more attentive and cooperative. While the change in the environments can be subtle, the program must involve new dynamics, excitement, adventure, and new problems for the student to solve.

Ranger curriculum uses the outdoor environment as the medium for the types of changes and growth the students experience. The environment contributes effectively to the approach of adjusting the students' environment to help change the student.

This Curriculum Guide focuses specifically on the program activities and student counseling procedures. Contained in the guide are the methods which have been proven successful in bringing about positive behavior change in participants. The purpose of the guide is to suggest activities which have been successful in North Portland rather than to dictate necessary sequences and activities for other adopting sites. When adapting the Ranger curriculum for a particular site, the adoptor should remember to plan each new activity from a behavioral base. When developing new Ranger lessons make sure that each activity focuses on the activity while the content of the lesson should be designed to teach better behavior, classroom survival skills which students can use to improve functioning in their day to day lives.

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OVERVIEW OF PROJECT RANGER

Program Description

Project Ranger is designed to improve school behavior and academic performance of selected students who are not experiencing success in the traditional school program. The Project's target student population consists mostly of "disruptive" students. The Project also accepts "withdrawn" students as well as students with leadership potential who are academically superior and need challenges beyond the scope of classroom activities.

The Project staff has developed and tested a series of stressful outdoor adventure activities to promote interaction, cooperation and communication among involved students. Throughout these activities, participants are asked to take a hard look at themselves, their behavior, personal boals and academic performance at school. Project staff and classroom teachers then assist involved students in implementing behavioral and academic changes utilizing tools gained through Ranger activities.

Project Origin

In the early 1970's, North Portland teachers and administrators were observing an ever increasing number of academic underachievers, disruptive students and other students whose needs were not being met in the traditional school program.

A committee of educators formed to study the problem. The committee identified the following needs, the fulfillment of which would facilitate the development and/or enhancement of positive learning behaviors:

1. Development of methods/strategies to alter pupil attitudes and negative behavior patterns.
2. Development of methods/strategies to improve students' self-concept and confidence.
3. Development of methods/strategies to motivate students turned off by classroom learning.
4. Development of methods/strategies to improve peer and adult relationship problems.
5. Development of methods/strategies to improve teacher effectiveness in working with "reluctant learners."

The committee soon became convinced that the future of each of these "reluctant learners" rested in the development of new values and positive learning attitudes at the elementary level before absenteeism, negative attitudes and poor academic performance became permanent behavior patterns. Existing programs, techniques, and methods of improving student behavior and achievement were researched. Results revealed a void of such programs at the elementary level. Teachers did report, however, observing learning successes and behavioral changes in reluctant learners while participating in the Multnomah County Outdoor School Program for sixth graders.

The subsequent outgrowth of the committee's study was the development of a proposal for an outdoor based program for reluctant learners to modify negative behavior and provide motivation for improved classroom achievement. The committee members unanimously recommended that the new program should supplement classroom instruction in the affective domain rather than provide an alternative to existing classroom resources in basic skill areas.

The proposal was submitted and funded by Title III for a year of planning and research during the 1974-75 school year. The funding source transferred to Title IV, Part C at the beginning of the 1975-76 school year for a three-year developmental period followed by a transfer to district funding beginning in the 1978-79 school year. In the spring of 1978, the Project received a grant to replicate the program. Two sites have been selected to carry out this validation process during the 1978-1979 school year: Bethal School District, Eugene, Oregon and the J-Bar-J Ranch, Bend, Oregon.

Project Goals

The Ranger program provides unique and challenging learning experiences for participants. Project Goals are as follows:

1. To improve negative student behavior.
2. To improve students' self-concept.
3. To provide students with tools to improve adult and peer relationships.
4. To academically motivate students who are turned off by classroom learning.
5. To provide students with opportunities to develop leadership skills.

OVERVIEW OF PROJECT RANGER

Individual goals of students involved in the program are directed toward the accomplishment of the following:

1. To function as a responsible individual.
2. To function as a constructive group member.
3. To apply skills learned at Ranger to the sponsoring school classes to improve individual problem areas and provide student leadership.

Organization

Students are referred to the Project by classroom teachers, juvenile authorities, principals or parents. Referred students enter a screening process involving parent, student and school commitment. Students selected for the program participate at Ranger two days per week, spending the remaining three days in the sponsoring school working on an individualized basic skill curriculum.

On Ranger days, students spend approximately 40% of their time on conservation work projects and the remaining 60% of their time on environmental studies and outdoor skills.

Close contact is maintained between Project staff, home and school to monitor student progress. Data is collected on participating students and used to assess behavioral changes at school.

Each year the Project offers three ten-week terms, each concentrating on a selected environmental theme. The length of time that a student remains in the Project varies between one term and several years. The duration of participation based upon individual need and growth shown at school while in the Project.

Each activity at Ranger has both a cognitive and affective goal. The activities can be divided into the following categories:

1. Class Meetings
2. Conservation/Community Service Work Projects
3. Environmental Studies
4. Initiative Tests/Ropes Courses
5. Outdoor Skills

OVERVIEW OF PROJECT RANGER

During the school year, students participate in numerous activities in each category. Major work projects in the past have included the construction of a nature trail in Forest Park, cleaning a debris-laden beach being considered for the Willamette Greenway Project, clearing blackberries along the Linnton neighborhood roadside, trail work at Audubon Society Western Forestry Center and bird blind construction.

Environmental study units have concentrated on a comparison study of eastern and western Oregon which has led students on week long field trips to Malheur Wildlife Refuge in eastern Oregon, energy conservation community adventure a unit on coastal ecology which involves both classroom study and extended field trips to the northern and southern coast.

Outdoor skill units have concentrated on wilderness manners, basic backpacking skills and winter survival. The winter survival unit is taught on the slopes of Mr. Hood, where participating students learn how to survive in the cold and cross country ski. This unit culminates with a snow cave overnight at White River Canyon.

Initiative tests and ropes courses are an integral part of each term. These activities have proved excellent in building personal confidence, mutual support within a group and coordination.

At the end of the school year, two weeks are always devoted to introducing potential students to the program. During this period, the Ranger staff works with physical education classes at the sponsoring schools on ropes courses and invites fourth grade classes from the target schools to the Ranger site for a day of Ranger activities.

Outcomes

The Project has just completed its third developmental year. The data collected during this third year is currently being analyzed and conclusions will be available in the 1977-78 Year End Evaluation Report, available in August 1978.

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SUGGESTED STAFF SCHEDULES

The following outlines represent the Ranger staff's working schedules for different curriculum units. These schedules provide a basic framework to insure meeting special needs of our students. The following staff schedules provide one possible scope and sequence of activities for a term's activities. The schedules are not intended to be definitive or all inclusive, rather they offer a starting point for the development of unique curriculum sequences.

Each of the activities in the schedule may be found under the appropriate heading in the Curriculum Guide. More specific content and behavioral goals are listed in activity lesson plans.

Curriculum Goals

To enable students to function as self-directed individuals.

To enable students to function as constructive members of a group.

To apply skills learned at Ranger back in the classroom to improve individual problem areas and provide student leadership.

Themes Common to Ranger Activities

*Trust

*Cooperation

*Problem Solving

*Individual Challenges

*Concern for Other People and the Environment

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SUGGESTED STAFF SCHEDULE

Community Adventure

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SUGGESTED STAFF SCHEDULE

Community Adventure

WEEK I	ACTIVITY	BEHAVIORAL GOALS
Day 1	Hike down Ranger Trail	Make contact with group, initial observation, establish baseline expectations.
	Class Meeting Ranger goals, Ranger rules, wilderness points, tour of schook, intro to work projects, tool safety, hard hats, lockers, awareness inventory	Introduce class meeting concept, establish baseline expectations, behavior and safety.
	Work Projects Trail	Group problem solving, use of tools, develop responsibility, set tone for term.
	Lunch	Constructive use of free time.
	Environmental Lesson Communications: charades Around the World, non-verbal expressions	Explore alternate methods of communicating, what happens to messages in a group, work constructively as a group.
Day 2	Class Meeting Daily schedule, group roles, group action posters, group goals for first week	Work constructively as a group member, develop skills to work together towards a common goal, awareness of group roles.
	Work Projects Vigorous, outside trail, bridge repair	Group problem, solving decision making skills, individual counseling time.
	Lunch	Constructive use of free time.

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SUGGESTED STAFF SCHEDULE

WEEK I	ACTIVITY	BEHAVIORAL GOALS
	Environmental Lesson Telephone book as a resource, pick a product, yellow pages game	Information gathering skills, how to get information from telephone book over telephone from individuals.
	Initiatives Boot Scramble, Witches Broom, Goldline Stretch	Teamwork, cooperation, work together as a group towards a common goal.

SUGGESTED STAFF SCHEDULE

WEEK II	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Neatest thing of vacation, sharing exercises, person of the day, listing tens	Bring group back together, get re-acquainted, share personal information, development of openess in communication.
	Work Projects Trail, darkroom	Build group cohesiveness, observe group dynamics,
	Lunch	Constructive use of free time.
	Environmental Lesson Planners, operators, ESP game, questioning strategy situations	Develop communication skills, look at alternate communication systems, role play situations, ask questions for information.
	Initiatives Window Well, Witches Broom, Ranger Records	Build on group dynamics, debrief on problems, discuss possible solutions, refocus on building group skills.
Day 2	Class Meeting Poster, group action, group roles	See if students have been able to set and follow goals, non-verbal communication skills, group cooperation, demonstration of group dynamics.
	Work Projects Bird feeders, bridge	Individual counseling, role assignments.
	Lunch	Constructive use of free time.
	Environmental Lesson Teletrainer/telephone survival cards	Develop resonsibility for expensive equipment, continue development of communication skills.

SUGGESTED STAFF SCHEDULE

WEEK II	ACTIVITY	BEHAVIORAL GOALS
	Initiatives Shipwreck, Pyramid	Use of group skills learned, group resources to solve initiatives, cooperation, teamwork, empathy.

SUGGESTED STAFF SCHEDULE

WEEK III	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Lifelines, Create an Image, Indian Steal	Give students perspective of personal futures to project goals to future, work independently to complete a project.
	Work Projects Outside, vigorous	See a project to completion, satisfaction with a job well done.
	Lunch	Constructive use of free time.
	Environmental Lesson Plan day trip using: bus schedules, telephone, maps, rain and sunny day trip	Develop planning and information gathering skills, be a constructive group member, help decide on and plan a course of action, develop alternative plans.
Day 2	Individual Groups on Day Trips	Carry through a plan.

SUGGESTED STAFF SCHEDULE

WEEK IV	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Direction and name contest, role assignments	Listening skills, observe how students are working with each other, group cooperation and flexibility of roles.
	Work Projects Clean bus, pick-up tires	Build self-confidence and self-direction, responsibility for a job.
	Lunch	Constructive use of free time.
	Environmental Lesson Smile your: on candid camera	Identifying problems, questioning strategies, limiting choices, priorities and decision making, get feedback on individual skills via video tape.
	Catalog Decision Making: $100 to spend on clothes or equipment	
Day 2	Field Trip to Airport	Appropriate behavior while in public, test of information gathering skills.

SUGGESTED STAFF SCHEDULE

WEEK V	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Blind bewildered bat	Examine frustration levels, inter-relations with other group members, strengthen communication of group.
	Work Projects Audubon Society, Trail and Bird Rehabilitation Center	Follow through on projects which may have lost their "fun".
	Lunch	Constructive use of free time.
	Environmental Lesson Animals in the city, bird rehabilitation	Draw comparisons between human and animals, examine situations from other perspectives.
	Initiatives Ropes course, Tension Traverse, Loop Walk	Develop inititive, self confidence, and self reliance, experience success on a seemingly difficult task.
Day 2	Class Meeting Turtle racers	Work on weak areas in group.
	Work Projects Group choice	Develop initiative in work projects, individual counseling.
	Lunch	Constructive use of free time.
	Environmental Lesson Humane Society Visitation	Comparisons between human condition and options vs the options of an animal, appropriate public behavior, cooperation and tolerance within the group.
	Whitaker Living Lab Visitation	Animal care and proper handling.

SUGGESTED STAFF SCHEDULE

WEEK VI	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Ranger check-up, poster making, neatest thing at Ranger	Check on school behavior, individually with students.
	Person of the Day	Reinforce positive successes at Ranger.
	Work Projects Group choice	Build on group responsibility, and decision making.
	Lunch	Constructive use of free time.
	Environmental Lesson Mini-snow survival	Work as pairs towards a common goal.
	Investigate snow environment as a contrast to urban environment	Work on classroom learning skills, assimilate practical information for use in a real situation.
Day 2	Snow Field Trip	Explore non-community environment, enjoy day, see how students react when placed in unfamiliar environment.

SUGGESTED STAFF SCHEDULE

WEEK VII	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Toothpick frustration, group process	Awareness of personal frustration levels, work together to accomplish a common goal.
	Work Projects Pier Park blackberries	Build independence and responsibilities.
	Lunch	Constructive use of free time.
	Environmental Lesson Prepare for city scavenger hunt	Decision-making skills, group process to arrive at decisions, tolerance and cooperation within group, listening to others viewpoints.
	Initiatives Inclined Log	Increase self-confidence.

SUGGESTED STAFF SCHEDULE

WEEK VIII	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting No Eyes Obstacle Course	Give direction, feedback, to move through to completion, dependent on needs of group, staff option.
	Work Projects Trail building	Increase decision-making skills.
	Lunch	Constructive use of free time.
	Environmental Lesson Prepare for overnight, difference chart, neighborhood map, scheduling, review initiatives	Work as a group to plan trip, anticipate problems, think about different lifestyles.

SUGGESTED STAFF SCHEDULE

WEEK IX	ACTIVITY	BEHAVIORAL GOALS
Day 1	Winter Survival Overnight For Other Group: No Ranger	
Day 2	**Class Meeting** Wilderness points, order pictures, badges, pins, poster of favorite activity at Ranger, evaluation forms, turn in hard hats, lockers, lost and found	Wrap up term, bring term and learning into perspective.
	Work Projects Finish any projects, group choice	Work independently on tasks.
	Lunch	Constructive use of free time.
	Environmental Lesson Sentence completion	Debrief, remind, underline what was learned in term.
	Initiatives Long Tyrolean	Increase self-confidence.

SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK I	ACTIVITY	BEHAVIORAL GOALS
Day 1	Hike down the trail	Following directions
Food Chains	Class Meeting Ranger goals, Ranger rules, wilderness points, tour of school, tool safety, lockers, hard hats, awareness inventory	Establish baseline expectations, introduce class meeting concept, make initial observation of group dynamics.
	Work Projects Trail	Use of tools, safety, responsibility and outside vigorous activity.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Who Am I with Food Chains, OBIS Food Chain Game	Working in a group, problem solving, following directions.
	Initiatives Goldline Stretch	Using group skills to solve a problem and reach a goal.
Day 2 Food Chains	Class Meeting Group roles, group action poster	Raise awareness of what a group is and does, develop cohesiveness and positive group attitude.
	Work Projects Trail	Develop skills with tools, outside vigorous activity, observe group dynamics.
	Lunch	Constructive use of free time.
	Reading	Constructive use of free time.

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SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK I	ACTIVITY	BEHAVIORAL GOALS
Day 2 Cont.	Environmental Lesson Create an Image, food chains	Develop group planning skills, work independently, follow directions, deal with frustration levels.
	Initiatives Witches Broom Energy Relay	Group cooperation.

SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK II	ACTIVITY	BEHAVIORAL GOALS
Day 1 Energy From Sun	Class Meeting Assess group strengths and weaknesses and plan according to individual group needs.	See list in affective section.
	Film "Bully"	Raise awareness of dealing with bullies and effects of being one.
	Work Projects Trail	
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Adventure walk to compare needs of different plants Feed the Seed	Increase observation skills and group sharing of observations, follow instructions, work independently.
	Initiatives Carabiner Cohesion All Aboard	Using group problem solving skills to accomplish a given task.
Day 2	Class Meeting See list in affective section	Plan for individual group needs.
Food From Sun	Work Projects Set up recycling center	
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Film "Chemical Feast" Food Drying for Overnight	Classroom manners, follow directions, working together in a constructive manner.

SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK II	ACTIVITY	BEHAVIORAL GOALS
Day 2 Cont.	Initiatives Four Poster, Balance Beam	Team work in small groups, gaining confidence off the ground.

SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK III	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list in affective section	Plan for individual/group needs.
What's In Food	Work Projects To be decided	
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Label Game "Toast"	Following directions, taking turns, appropriate classroom behavior for viewing films.
	Initiatives Hanging Teeter Totter	Increase self awareness and self-confidence through meeting a challenge, working with classmates in spotting and encouraging each other.
Day 2	Class Meeting See list in affective section	Plan for individual group needs.
What's In Food	Work Projects To be decided	Plan for individual group needs.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Stonesoup Theater	Appropriate behavior for visiting theater group, questioning strategies.
	Initiatives Tension Traverse, All Aboard	Group cooperation and planning.
	HAND OUT PERMISSION SLIPS FOR OVERNIGHT	

SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK IV	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list in affective section	Plan for individual/group needs.
Prepare for Overnight	Work Projects To be decided	
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Shop, Stop, Read - Unit Pricing Food Buying Intro to Bonneville Trip	Listening practice, working in small groups, setting a goal and then reaching it.
	Initiatives Shipwreck, Window Well	Group cooperation, group organization.
Day 2 Energy	OVERNIGHT TO BONNEVILLE	Appropriate field trip behavior, self-reliance and responsibility, work with individual students setting goals, especially goals to get through the next week of no Ranger.

SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK V	ACTIVITY	BEHAVIORAL GOALS
No Ranger	OREGON COAST OVERNIGHT	

SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK VI	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list of affective curriculum	Pull group back together after a week away.
Kinds of Energy	Work Projects Flag new trail	Group cooperation.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Energy Bingo	Dealing with success, (one's own and others) in a competitive situation.
	Initiatives Highest Mark, Pyramids	Group cooperation and organizing.
Day 2	Class Meeting See list of affective curriculum	Plan for individual/group needs.
Personal Use of Energy	Work Projects Hoyt Arboretum or Western Forestry Center	Work on individual behavior appropriate to group task.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Tera I, Energy House Ice Cube Insulation	Appropriate public behavior, questioning strategies, problem solving.
	Initiatives Loop Walk	Increase self-confidence and self-concept, supporting others and raise risk level.

SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK VII	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list of affective curriculum	Plan for individual/group needs.
Personal Use of Energy	Work Projects To be decided	Plan for individual/group needs.
	Lunch	Constructuve use of free time.
	Reading	
	Environmental Lesson Appliance Ranking, meter reading	Follow instructions, draw inferences from data as a group, work as a group to collect data.
	Initiatives Inclined log	Increase risk level, build confidence and self-concept.
Day 2	Class Meeting See list of affective curriculum	Plan for individual/group needs.
Recycling	Work Projects Western Forestry Center	Develop increased individual responsibility.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Recycled toys, recycling paper	Following directions, working individually to complete a task, and help each other complete a task.
	Initiatives Ladder Walk	Raise risk level, increase self concept and self confidence, support each other verbally.

SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK VIII	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list of affective curriculum	Plan for individual/group needs.
Recycling		
	Work Projects Prepare for overnight	Group involvement.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Portland Recycling Team	Appropriate field trip behavior, questioning strategies.
	Initiatives Short Tyrolean, Wild Walk	Prepare confidence level for high tyrolean, increase risk level and group supporting.
Day 2	OVERNIGHT - CHERRY GROVE	End of term trip, individual behavioral goals, interaction over an extended period without stimuli from home and school.
Food Energy Recycling		

SUGGESTED STAFF SCHEDULE

Energy, Food and Recycling

WEEK IX	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list of affective curriculum	Plan for individual/group needs.
Limits to Energy	Work Projects To be decided	Plan for individual/group needs.
	Lunch	Constructive use of free time.
	Reading	
	Initiatives High Tyrolean	Using individual skills to accomplish a group goal, verbal support of other group members, and dealing with frustration.
Day 2 Finale	Class Meeting End of term activities: Clean hard hats, lockers awareness inventory, sentence completion, favorite thing poster	
	Work Projects Room clean-up, tool clean-up, thank you letters	
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Energy simulator	Group verbal supporting, increase confidence and self-concepts, and raise risk level.

SUGGESTED STAFF SCHEDULE

Oregon Coast Curriculum

WEEK I	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Ranger goals, Ranger rules, hard hats, tour, awareness inventory, wilderness points	Appropriate classroom behavior, set Ranger expectations.
Introduction	Work Projects	
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Film "The Restless Sea"	Initial observation of group by staff to discover individual and group dynamics.
	Initiatives Goldline Stretch, Smaug's, Jewels, Hand Untangle	Group cooperation and problem solving to complete a task, individual initiative in a competitive game.
Day 2	Class Meeting Group roles, group action posters	Setting expectations for group and individual behavior.
The Sea	Work Projects Bird blind, Humboldt school	Plan for group/individual needs.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Tide table game, listing sea questions, wave action	Listening and following directions, taking turns in asking questions, observing a demonstration.
	Initiatives Witches Broom	Group problem solving, group cooperation.

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SUGGESTED STAFF SCHEDULE

Oregon Coast Curriculum

WEEK II	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list in affective section	Specific to each group.
Tide Pools	Work Projects	
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Tide Pool I.D. "Who Am I?" Film	Working as a group and helping each other to learn specific data, appropriate "film-watching" behavior.
	Initiatives Caribiner Cohesion, All Aboard	Group problem solving to accomplish a goal, group cooperation.
Day 2	Class Meeting See list in affective section	
Tide Pools	Work Projects Pier Park, Blackberries	
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Create-An Image with Food Chains, OBIS Food Chain Game	Following instructions, working individually to accomplish a task.
	Initiatives 4 Poster	Solving a problem in small groups, increasing risk level.

SUGGESTED STAFF SCHEDULE

Oregon Coast Curriculum

WEEK III	ACTIVITY	BEHAVIORAL GOALS
Day 1 The Dunes and Beach	Class Meeting See list in affective section	Based on group needs.
	Work Projects	Based on group needs.
	Lunch	Constructive use of free time,
	Reading	
	Environmental Lesson Sand Lab, Dune Posters	To work individually, follow instructions and think creatively, to observe specimens and compare samples,
	Initiatives Tension Traverse	
	HAND OUT BONNEVILLE DAM PERMISSION SLIPS	
Day 2 Coastal Forest	Class Meeting See list in affective section	Based on group needs.
	Work Projects Audubon Society	Based on group needs.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Tree and shrub key, tree and shrub identification	Working in pairs to accomplish a task, problem solving, progressing to larger groups to combine ideas and solve problems, learning specific data for a sense of accomplishment.
	Initiatives Hanging teeter totter	Group cooperation and problem solving, using individual strengths, accomplish group goal.

SUGGESTED STAFF SCHEDULE

Oregon Coast Curriculum

WEEK IV	ACTIVITY	BEHAVIORAL GOALS
Day 1 Prepare For Trip	Class Meeting See list in affective section Film "Names Will Never Hurt"	Raise awareness of impacts of name calling and put downs.
	Work Projects Western Forestry Center Trail	Develop group skills and individual responsibility.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Map of destinations, Tillamook Burn film, water testing (if time)	Learning to use map reading skills to feel comfortable about an area you are going to, appropriate film viewing behavior, following instructions in small groups and sharing data collected.
	Initiatives Shipwreck, Loop Walk	Small group cooperation, mild competition, increasing risk levels, sharing responsibility for others' safety.
Day 2	BONNEVILLE DAM OVERNIGHT	
	No Ranger for Oregon Coast Students	

SUGGESTED STAFF SCHEDULE

Oregon Coast Curriculum

WEEK V	ACTIVITY	BEHAVIORAL GOALS
	COAST TRIP	Individualized behavioral goals for each student, opportunity for interaction over an extended period of time with stimuli from home and school removed. In-depth relationship-building between staff and students.

SUGGESTED STAFF SCHEDULE

Oregon Coast Curriculum

WEEK VI	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list in affective section	Based on group needs.
Summarize Trip	Work Projects	Based on group needs.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson TV Wrap Up	To draw together the experiences of the previous week, emphasize the successes and imprint positive achievements of the trip.
	Initiatives Highest Mark, Pyramids	Group cooperation and cohesion building, problem solving at a group level, using individual strengths to accomplish a task.
Day 2	Class Meeting See list in affective section	Based on group needs.
Indian History	Work Projects	Based on group needs.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Sauvies Island Trip Birding, Indian Artifacts, Indian and Local History	Adapting behaviors to situations, following directions, questioning and observation techniques.

SUGGESTED STAFF SCHEDULE

Oregon Coast Curriculum

WEEK VII	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list in affective section	Based on group needs.
Indian Crafts	Work Projects Dugout Canoe, Paddles	Based on group needs.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Introduction to the Potlach	Following directions, dealing with frustration levels to gain a sense of completion for a project.
	Initiatives Inclined Log	Increasing risk levels and dealing with insecurities above the ground, encouraging other members of the group.
Day 2	Class Meeting See list in affective section	Based on group needs.
Indian History	Work Projects Canoe	Based on group needs.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Potlach Preparation, Scavenger Hunt	Appropriate behavior for public places, questioning strategies, observations of Indian designs and crafts.
	Initiatives Ladder walk	To increase risk levels, build confidence and promote encouragement of peers.

SUGGESTED STAFF SCHEDULE

Oregon Coast Curriculum

WEEK VIII	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list in affective section	Based on group needs.
Prepare for Potlach	Work Projects Canoe, paddles	Based on group needs.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Jewelry, Arrowheads, Cedar Boxes, Legends	Following instructions and thinking creatively to produce a "giveable gift".
	Skits, Songs, Foods	Using group skills to put together some form of entertainment for the other groups.
Day 2	CHERRY GROVE OVERNIGHT	
	No Ranger for Oregon Coast Students	

SUGGESTED STAFF SCHEDULE

Oregon Coast Curriculum

WEEK IX	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting See list in affective section	Based on group needs.
Potlach	Work Projects	Based on group needs.
	Lunch	Constructive use of free time.
	Reading	
	Environmental Lesson Potlach Preparation	Completion of a task with a minimal amount of adult assistance.
Day 2	Potlach Field Trip	
Finale		

SUGGESTED STAFF SCHEDULE

Oregon Ecology and Geology

WEEK I	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Ranger goals, Ranger rules, class meetings, wilderness points, tour of school, intro work projects, tool safety, student portraits	To establish baseline expectations, to introduce class meeting concept.
	Work Project Outside, vigorous, gross motor	Group problem solving, use of tools, responsibility.
	Lunch	Constructive use of free time.
	Environmental Lesson Mapping the State Cross-section of Oregon	Following directions, initial observation of group by staff to discover individual group dynamics.
	Initiatives Goldline Stretch, Boot Scramble, Witches Broom	Using group skills to solve problems.
Day 2	Hike down trail from Germantown Road	Outdoor manners and safety procedures.
	Class Meeting Daily Schedule/What Makes A Good Group or Discussion Topic	Participate in discussion, self and group awareness.
	Work Project Outside, vigorous, gross motor	Involve students with their whole body, emphasis on gross muscle activities. Set tone for behavior on future work projects.
	Lunch	Constructive use of free time.
	Environmental Lesson Film: "Oregon and Its Natural Resources"	Classroom manners, set Ranger expectations, work as a team.
	Mapping Game	Group problem solving, reinforce Ranger expectations.

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SUGGESTED STAFF SCHEDULE

Oregon Ecology and Geology

WEEK II	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Group roles, group action posters	Develop cohesiveness and positive group attitudes, plus raise awareness of what a group is and does.
	Work Projects Community serivce work, outside/vigorous	Develop group cohesiveness.
	Lunch	Constructive use of free time.
	Environmental Lesson Geology Name Game	Group problem solving, classroom manner, listening skills.
	Inverted Topography	Pair cooperation, problem solving, working in smaller groups.
Day 2	Class Meeting Direction and name contest	Help students follow directions and learn each others names.
	Work Projects Trail building	Continue to build groups cohesiveness, problem solving, responsibility.
	Cross Country Hike	To build group trail manners, cohesiveness, roles of a group.
	Lunch	Constructive use of free time.
	Environmental Lesson Introduction to Ropes and Initiatives. Emphasis on safety and handling of gear	Baseline safety behavior following instructions, listening skills.
	Short Ropes Course Shipwreck Ladder Walk Window Well	Teamwork emphasis in helping others and encouraging individuals on Ladder Walk.

SUGGESTED STAFF SCHEDULE

Oregon Ecology and Geology

WEEK III	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Blind Bewildered Bat Ranger Check-up	Strengthen communication skills between group members,
	Work Project Chipper constructions	Students adapt past group skills to new projects.
	Lunch	Constructive use of free time.
	Environmental Lesson Rock Key Film "Oregon: Physical Background	Following directions, cooperation, teamwork, observation skills Classroom manners, i.e.: Listening skills Following instructions Staying in seat Appropriate responses, etc.
	Beans/Zonation	Follow through on a task over a period of time,
	Volcano Demonstration	Following safety procedures sharing materials with partner.
Day 2	Columbia Gorge Field Trip Introduce rock types in field/formation of Sandy River/volcanic rock types	Field trip and bus manners. Cooperation of the group in a small space. Retention of facts and concepts learned on trip.

SUGGESTED STAFF SCHEDULE

Oregon Ecology and Geology

WEEK IV	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Lifeline	To help students project past the "immediate minute" and gain some initial perspectives on future goals and self-disclosure.
	Work Projects Finish Chippers	Following directions, cooperation, teamwork.
	Lunch	Constructive use of free time.
	Environmental Lesson Habitat Slide Show	Classroom survival skills, questioning strategy.
	Bird Types and Adaptations	Teamwork, cooperation, continue with classroom survival skills.
Day 2	Sauvie Island Field Trip How to use binoculars, bird book, field observation	Small group cooperation in field, roles of group members in relation to task.
	Capture the Flag	Group problem solving, fun, individual and group strategies. Allows staff chance to observe students in action as they solve the problem of capturing the flag.

SUGGESTED STAFF SCHEDULE

Oregon Ecology and Geology

WEEK V	ACTIVITY	BEHAVIORAL GOALS
	Malheur Field Trip All week	Individualized behavioral goals for each student. Opportunity for interaction over an extended period of time with stimuli from home and school removed. Also a chance for some indepth interaction and relationship building between staff and students.

SUGGESTED STAFF SCHEDULE

Oregon Ecology and Geology

WEEK VI	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting	
	Neatest thing of week Blindfold Shuffle	Pull group together to share after field trip, group cooperation.
	Work Projects	
	Outside, vigorous	Continue to develop group skills, bring group back together after Malheur trip.
	Lunch	Constructive use of free time.
	Initiatives	
	Hanging Teeter-Totter Ranger Records Short Tyrolean Mini-challenges	Group problem solving, handling, testing equipment without playing with it.
Day 2	Class Meeting	
	Five Squares	Cooperation, chance for staff to observe students progress and make needed adjustments for rest of term.
	Listing Tens	Group support.
	Work Projects	
	Conservation Service Projects	Group skills, following tnrough on projects that may have lost their "fun".
	Lunch	Constructive use of free time.
	Environmental Lesson	
	"What Am I," Food Chains Webs, Ecosystems	Good "get reacquainted" activity Group interaction.

SUGGESTED STAFF SCHEDULE

Oregon Ecology and Geology

WEEK VII	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting	
	Space/Territory	Explain awareness of how we impact on others and visa versa. Added input on why people react as they do.
	Planners and Operators	Build communication skills.
	Work Projects	
	Conservation Service Projects	Following through on routine, "old-hat" projects.
	Lunch	Constructive use of free time.
	Initiatives	
	Intro. to Compass Games	Individual and paired problem solving. Coping with frustration. Listening and learning simple skills to work with the compass.
Day 2	All day Hoyt Arboretum	
	Class Meeting	
	Staff Option	Dependent on needs of group
	Ranger Check-up	Discuss how things are going at school.
	Work Projects	
	Community Service Project	Reinforce group skills. Stay on specific group task all day contrasted with high excitement group task in Capture the Flag.
	Lunch	Constructive use of free time.
	Environmental Lesson	
	Capture the Flag Game	Group Cooperation.
	Compass Game	

SUGGESTED STAFF SCHEDULE

Oregon Ecology and Geology

WEEK VIII	ACTIVITY	BEHAVIORAL GOALS
	Farm Overnight Field Trip Compass orientering/OBIS Activities, (Terrestrial, Hi-Lo hunt, invent an animal, adoption-adaption, habitats of the pond, sticklers)	Opportunity for interaction and responsibility for self over an extended period of time.
	Work Projects Farm chores	Individualized behavioral goals.

SUGGESTED STAFF SCHEDULE

Oregon Ecology and Geology

WEEK IX	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Creative Problem Solving	Realize alternative solutions.
	Work Projects Staff-student Option	Group decision making.
	Lunch	Constructive use of free time.
	Environmental Lesson Bucket Brigade	Individual and group problem solving tasks.
Day 2	All Day: Cascade Head Field Trip	Student directed field observation groups.

SUGGESTED STAFF SCHEDULE

Oregon Ecology and Geology

WEEK X	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Sentence completion, student evaluation, posters, making a "favorite activity" from term, awareness inventory	Summarize term goals, evaluation.
	Work Projects Student option	
	Lunch	Constructive use of free time.
	Environmental Lesson Long Tyrolean	Individual challenge, Graduation exercise.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK I	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Ranger goals, Ranger rules, wilderness points, tour of school, introduction to work projects, tool safety, hard hats	Establish baseline expectations, to introduce class meeting concepts, make initial observation of group's dynamics.
	Awareness Inventory	Gain data for evaluation.
	Work Projects Outside, vigorous, gross muscle movements	Group problem solving, use of tools, responsibility. Getting kids "whole" body involved to set tone for rest of term.
	Lunch	Constructive use of free time.
	Reading	
	Survival Lesson Clothing Stations, Bottle Figures, Fan, Staff Clothing and Gear	Working as group. Moving from stations without problems. Paying attention, feeding back information to staff, questions.
	SEND OUT LETTER TO HAVE STUDENTS WEAR SKIING CLOTHES NEXT DAY!	
Day 2	Class Meeting Daily Schedule, Group Action Poster, Group Roles, Set Group Goals for First Five Weeks	Give students background for group goals and introduce class improvement goals.
	Work Projects Outside, vigorous gross muscle movement	Group problem solving, individual counseling time.
	Lunch	Constructive use of free time.
	Reading	
	Survival Lesson Clothing check	Give students responsibilities for their own clothing.

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SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK I	ACTIVITY	BEHAVIORAL GOALS
Day 2 Cont.	Analyze/send letter home on results	Observation of group dynamics when they have been given an "open-ended" loosely structured task.
	Initiatives Witches Broom, Goldline Stretch, Boot Scramble	Build group problem solving skills, continued observation of group dynamics, as they work toward a common goal. Debrief after each initiative, help group gain insights on how they relate together, how that will affect rest of term.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK II	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Creative Problem Solving	Reinforce personal growth. Help students discover alternate solutions to behaviors at school, solicit peer support.
	Work Projects Pine tar and wax skiis	Group problem solving, individual counseling time, building group cohesiveness, building pride in job well done,
	Lunch	Constructive use of free time,
	Reading	
	Survival Lesson Hypothermia, Frostbite	Classroom manners, build listening skills, understanding need to take responsibility for self in outdoors,
	Film: "By Nature's Rules" Frostbite Slides	Observation of individual student dynamics as they deal with a "serious" subject.
	HANDOUT LIST FOR SURVIVAL KIT MATERIALS!	
Day 2	Class Meeting Check on progress of group goals, update where needed, go over daily schedule	Develop self awareness as member of group, students choose a group goal to concentrate on for day.
	Five Squares	Group cooperation, what can individuals do to help or hinder a group. Demonstration of group dynamics or lack of them, nonverbal communication skills.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK II Cont.	ACTIVITY	BEHAVIORAL GOALS
Day 2	Work Projects Trail	Working as a group member to complete a less than "exciting" task. Building pride in job well done and group cohesiveness. Individual counseling.
	Lunch	Constructive use of free time.
	Reading Stories from "Hypothermia: Killer of the Unprepared"	
	Survival Lesson Survival kits	Group working independently for common goal. How will group work within the structure of a class without a staff member calling the shots? Debrief!
	Initiatives Shipwreck, Blindfold Scramble Lump on a Stump and Indian Steal	Use group skills learned, evaluate, group resources to solve initiatives, cooperation, team work, responsibility and empathy.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK III	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Life lines	Give students perspective of personal future, to project past the immediate minute.
	Create An Image	Work independently and follow directions.
	Work Project Finish pine tar skills, fit skiis/establish partners for skiing	Working in pairs, safety and care of equipment, start to build student skills to work independently.
	Lunch	Constructive use of free time.
	Reading	
	Survival Lesson Survival situations	Build self-reliance, teach how to set priorities, help students understand what priorities are and their importance.
	HAND OUT SKI TRIP PERMISSION SLIPS!	
Day 2	SKI DAY	
	Skiing Basics-waxing, putting on skis-poles, glide, paddle turns, falling, getting up, short cross country tour	Self-reliance, listening and retaining complex directions/instructions, patience to wait for instructions before taking off on skiis, dealing with frustration level.
	Survival Acclimitization (Snow Hike) to snow environment, walking, potential hazards	Staff observe safety "conscience" of each student, self-reliance, following directions/staying with group.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK III	ACTIVITY	BEHAVIORAL GOALS
Day 2 Cont.	Role play survival situations, work on survival priorities	Demonstrate awareness of environment and seriousness of potential dangers.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK IV	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Direction and name game, person of the day	Observe how well students have gotten to know each other, how well they are listening to and understanding what staff says.
	Role Assignments	Group cooperation/flexibility of roles.
	Work Projects Continue to upgrade condition of skiis Hoyt Arboretum	Safety, group problem solving, individual counseling, building self-confidence, self-direction, initiative and cooperation.
	Lunch	Constructive use of free time.
	Reading	
	Survival Lesson Signaling, fire building, O_2/fuel/heat	Classroom learning skills: Direction following Listening Follow through Cooperation Increase attention span
	Initiatives Fire Building, Giant X Tension Traverse	Confidence building, self-reliance, self-concept, safe behavior, helping others and empathy.
Day 2	SKI DAY	
	Skiing Review last week: Walking, Herring-bone, Going uphill, Side Step, Kick Turn, Ski Blind-Folded, Ski Without Poles, Ski Through, Under, Around Ski Poles	Self-reliance, listening and retaining complete directions/instructions, dealing with frustrations, patience, practicing a difficult task and giving up, building.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK IV	ACTIVITY	BEHAVIORAL GOALS
Day 2 Cont.	Short cross country tour	Self-confidence.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK V	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Person of the Day, Blind Bewildered Bat	Inter-relations between group members, strengthen communication between group members.
	Work Projects Firelane #10, chipping trail	Group problem solving, individual counseling, group skills, following through on projects that may have lost their "fun".
	Lunch	Constructive use of free time.
	Reading	
	Survival Lesson Weather Forecasting Signalling what to do when lost	Work on classroom learning skills: Patience, following directions, abstract concepts, listening, and working with others.
Day 2	SKI DAY	
	Skiing Review past skills: Stopping, Descending Steep Hills, Kick Turns, Wedge Turn, Side Stepping, Wedge Stop, Short Cross Country Tour	Self-reliance, listening and retaining directions, dealing with frustrations, building self-confidence and patience.
	Survival Lesson Signalling, Hypothermia, What to Do When Lost - Practical Test	Appropriate behavior, helping, listening skills, setting priorities and build self-reliance.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK VI	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Ranger check-ups, poster making of neatest thing at Ranger	Discuss individually with students their progress at school while rest of class works independently.
	Work Projects Western Forestry Center	Group problem solving, and decision making.
	Lunch	Constructive use of free time.
	Reading	
	Survival Lesson How to use stoves, soup for lunch, water heating contest	Teach safety and awareness of hazards, follow directions, appropriate behaviors, build self-concept with success activities.
	Car as a Survival Tool	Give group awareness of tools for survival in city.
	Initiatives Initiatives or ropes courses if time	Adaption of behaviors to resources at hand.
Day 2	SKI DAY	
	Skiing Break into skill groups and review needed skills, short Cross Country tour	Self-reliance, self-confidence, ENJOY DAY. Elicit helping behaviors in students. Build self-confidence through success activities.
	Survival Working with stoves in cold environment, soup for lunch, clean stove, safety when using	Safety, concern for others/ equipment, work as pairs towards a common goal. Reinforcement of skills already learned on site.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK VII	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Tooth pick frustration challenge	Increase tolerance for frustration.
	Group Process	Work as group to accomplish goal.
	Work Projects Trail and/or repair skiis	Group skills, following through on projects that may have lost their "fun." Individual counseling.
	Lunch	Constructive use of free time.
	Reading	
	Survival Lesson Shelters: Placement of shelter Natural Visqueen Snow	Increase awareness of personal vulnerability. Have students assume responsibility for self, and others. Increase tolerance for classroom setting. Civil interaction among students.
	HAND OUT PERMISSION SLIPS FOR OVERNIGHT!	
Day 2	SKI DAY	
	Skiing Practice in needed areas, short Cross Country tour	Self-reliance, build helping behaviors in group, empathy, build self-confidence through success on skis, group dynamics, especially frustration levels.
	Survival Shelter construction: Snow Visqueen Natural	Increase awareness of personal vulnerability. Have students assume responsibility for self. Fun, work as a group, or in.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK VII	ACTIVITY	BEHAVIORAL GOALS
Day 2	Where to put them	Pairs to accomplish a goal, peer support in creative activities.
Cont.	How to construct them	

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK VIII	ACTIVITY	BEHAVIORAL GOALS
Day 1	Class Meeting Staff option	Dependent on needs of group.
	Work Project Pack bus for overnight	Share responsibility in preparation for overnights, build abilities to work independently of staff.
	Lunch	Constructive use of free time.
	Reading	
	Survival Lesson Prepare for overnight, clothing, equipment, role play possible problems that may arise on overnight	Build independent working skills, give students responsibility for overnight, self-reliance, dealing with open-ended, loosely structured task by staying on task!
Day 2	Community Awareness Overnight	Place students in extreme environment to underline skills and lessons learned during term, in the areas of survival and interpersonal relations.

SUGGESTED STAFF SCHEDULE

Winter Survival

WEEK IX	ACTIVITY	BEHAVIORAL GOALS
Day 1	Mt. HOOD OVERNIGHT!!!	
Day 2	Class Meeting Wilderness points, order pictures/badges, pins, poster of favorite activity at Ranger	Pull together whole term, bring learning into perspective, evaluate term for evaluator, staff and students.
	Initiatives Sentence completion, favorite initiative tests or ropes course	Pull together term, debrief, remind, underline what was learned.
	Work Projects Turn in helmets, clean lockers, clean-up ski equipment, stoves	Start to put closure on term, work independently on task.
	Lunch	Constructive use of free time.

AFFECTIVE CURRICULUM

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NINE STEPS TO DISCIPLINE

The contributions and efforts of Dr. William Glasser's Reality Therapy have provided Ranger with a solid counseling framework for approaching behavioral change in a humane manner. Stressing honesty, involvement and responsibility, Reality Therapy is based on the premise that people have two basic psychological needs:

1. The Need to Love And Be Loved: Glasser explains this as the need to be involved with at least one other person.
2. The Need to Feel Worthwhile: In other words, to be of value to others.

To meet these two needs people will act either responsibly or irresponsibly. People who act irresponsibly, Glasser feels, have not learned or have not yet been taught appropriate behaviors and reactions. It is significant that Glasser utilizes the word responsible. He feels that everyone is responsible for his/her behavior. As a result of this belief, Glasser does not allow students to place the blame of misbehavior on family, other students, raging emotions, teachers, or any of the other excuses that students often employ to explain away misbehavior.

In applying the concepts of Reality Therapy at Ranger, staff must utilize three interwoven procedures. The procedures are:

1. Gaining involvement and rapport between the staff member and student.
2. Being able to accept the student while not accepting irresponsible behavior.
3. Teaching the student more responsible ways to fulfill his/her needs.

Glasser has outlined his theories and procedures in two books Reality Therapy, and Schools Without Failure. These books are important background reading for anyone beginning a Ranger program. The "how to" of applying these three procedures in a Ranger program is fondly referred to by staff as the Nine Steps Approach.

STEP 1

Begin with a well-planned, structured, activity-oriented, curriculum which dictates clear expectations for behavior.

NINE STEPS TO DISCIPLINE

Important Though it Seems Obvious

At first glance, a Ranger program may look like a hodge-podge of activities with students going every place. Not so! As shown in the staff schedules and the activity lesson plans, the Ranger curriculum is very carefully laid out in terms of content activities and behavioral goals. This is important. Through writing the behavioral goal for each activity, staff stays focused on the intent of the program: behavioral change.

It is important to note that staff schedules are minute by minute activity plans. Careful planning is essential to the success of Ranger! Experience has shown that when the program becomes disorganized, behavioral problems increase. The Ranger students are by nature active children and expect action at Ranger. If the program lags, students will find other activities to hold their interest and often these alternatives are not positive. Keep 'em busy! Of course Ranger students also need to be taught how to use free, unstructured time. This behavioral goal can be taught during recess. Constructive use of free time is not taught by poor planning and program disorganization. That's bad teaching!

The Secret Ingredient

An activity oriented curriculum is one of the backbones of the Ranger program. Activities are organized in such a way, that a Ranger day is fast-paced with students moving from one area to another with time inbetween to debrief. Ranger activities are "body" oriented and not desk-paper-pencil oriented. This is an extremely important point. Many Ranger students have experienced limited success with such inactive, head oriented activities and need an alternative. Physical activity provides a challenging alternative which places both mental and physical demands on students conducive to behavioral change. Ranger teaches appropriate behavior through the outdoor environment. Afterall, Ranger students have not made it in schools, where they must sit and work with just their heads.

It is with great trepidation, Ranger shares our secret ingredient with others. This secret ingredient of great importance is not often considered in the education of children and at times in the past, has been entirely lost. Without this ingredient, Ranger would cease to function! Its name is FUN and in its name all sorts of things can be done with and to students, just for its sake. Fun has long been underrated as a teaching tool. Students like fun. Whenever Ranger curriculum has been written Fun, Excitement, Adventure and Intrigue were considered as top priorities. It is through these four ingredients that Ranger works magic on children and gains student involvement and rapport. Fun, Excitement, Adventure and Intrigue, are needed to catch and hold students while behavioral lessons are taught. Not every Ranger activity is filled with these ingredients.

There are times by design or necessity that a work project, class meeting, lesson or activity is hard work, dull and/or frustrating. Ranger students need such activities to learn how to cope with the frustrations and disappointments of life. The "toothpick Frustration Challenge" is typical of a lesson which was designed to teach students skills to deal with life as it often is. Also when the program changes due to weather or other problems, it's time for a staff member to call upon his/her talents as a con artist. Badger the students into activities. Sell them a toughfy! There's always something to be learned from completing a mundane task. Lead the group through and teach that lesson. For example, many a Ranger student has been convinced of the "excitement" of doing a particularly displeasing job when a staff person has asked for a group of "Hard Cores" to volunteer. Everybody wants to be a "Hard Core!" The lesson taught is, "It's not the task at hand but what one brings to it. Also, when students are involved in the program and there is a strong rapport between students and staff, students are willing to be "conned" into the less Fun, Adventurous, Exciting, and Intriguing tasks just for the (are you ready?) Fun or it? So do not overlook dull, boring, frustrating and hard activities when implementing in the Ranger curriculum. Such tasks are valuable teaching activities. However when introducing such tasks, be sure that the students are already hooked with Fun, Excitement, Adventure, and Intrigue!

Ranger Rules

Rules and expectations are an important component of a well organized curriculum. The only written rules at Ranger are safety-oriented and these rules tend to be short and few. There are however, a boggling amount of unwritten "expectations" to which students are held accountable. Staff verbalizes these behavior expectations at the beginning of each activity after which students are held responsible for their behavior. The theory behind these unwritten expectations is that rules are not always written down in the "real" world. Students must learn how to adjust to the changing expectations of each new situation encountered.

STEP 2

Be positive, gain involvement with the students.

Think about it. Students who have problems did not find them under a rock. In many ways students created problems through

NINE STEPS TO DISCIPLINE

their reaction to the world around them. Therefore, it is exceedingly important to provide misbehaving students with a different and more positive outlook on themselves and their surrounding world. Often times, adults focus on the problem and what is wrong. Instead, try concentrating on the positive when working with problem students! Being positive and gaining involvement with the students are the glue that holds Project Ranger together. Without these elements, the best curriculum, the most exciting activity, the greatest expectations have fallen apart. Students must be on the staff's side and staff on the students' side.

Being Positive

So do not let a student get the chance to misbehave! Fill students with positives, show them a different side of themselves. Students can spot insincereity exceedingly fast so mean what you say and give a reason for the positive remarks. Through giving the reason for your positives, students learn the "why" behind your compliments. Knowing the "why" will increase the likelihood that such behavior will be repeated in the future.

M & M Approach

One of the best ways of heading off the grouchy student before he/she can cause problems is to fill the students with positives or "M & Ms." When a child walks into your room express joy to see him/her. Admire a crazy T-shirt that is worn. Notice anything done positively and remark on it, compliment the action. Soon the student will be overwhelmed with his/her own positive ways and the misbehaviors are gone. While this approach does not work 100% of the time, being positive with students works wonders!

Make contact with students as much as possible. Seek students out in the halls of their schools. Introduce Ranger students to visitors by telling the guest a special thing about the student. Give spontaneous hugs (if the student can tolerate touching) if a student happens to be standing near. Verbally and nonverbally contact with all the students in a group several times each day. Have another staff person keep tabs on the positive contacts you make with each student in your group during a specific time period. Experience has shown that often the student who is causing the problem has been avoided by the staff! The importance of such brief contact is always underestimated and often underdone.

While developing a rapport with students is critical to using the Nine Steps Approach, such involvement and friendship with students does not mean that staff should function on a peer level with students. Nor should staff lower expectations to avoid displeasing students. Instead, rapport with students should be developed through an honest and caring relationship marked by realistic expectations for students.

"Expectations" is a piece of learning that Ranger students worked hard, in their own way, to teach staff. The idea centers around the concept of staff putting their personal expectations ahead of students' needs, and in other words, making students second class citizens. Ranger staff were challenged in a series of issues, i.e., gum chewing, raising hands to talk, having students sit in staff-determined groupings, etc. As each issue was resolved it became apparent that many of the expectations "laid" on students were primarily to meet staff needs for order or teaching style. Many expectations had nothing to do with student needs or program needs. Because of the small size of Ranger groups, it is easy to discard many rules needed to control larger groups. Do so! Through discarding such rules students are raised to the position of being first class citizens right along with the staff. Treating students as first class citizens serves to increase student involvement with staff. More importantly, when the expectations, concerns, guidelines, etc., are defined at Ranger, students are more accepting of the rules and less inclined to game with expectations.

STEP 3

Focus on misbehavior in terms of "WHAT" not "WHY" something is happening. Do not dwell on past behavior!

Heading 'em Off At The Pass.

Before a discipline problem arises focus on "what" is happening within the group. Learn to quickly and constantly scan a group to see the dynamics of the group, who might have potential to cause problems, who is doing a good job. "Easy!" you say. "Not so," we found. But it can work with practice. When done properly scanning can give one a picture of each child's activity at a particular moment. Staff can use this information to "head off at the pass" any problems building. Almost always, students who have had bad days at Ranger telegraphed the message long before anything happened. Staff missed the message. If one receives the message in time, get moving FAST! Pour the positives into the students. Talk to the student, find out what is wrong. Give him/her something exciting to do, special attention. Many a grouchy student has left Ranger, after a day of waiting for the moment to erupt, finding she/he had a wonderful time and actually enjoyed their day!

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Wilderness Points

Wilderness Points are often considered as Ranger's version of behavior modification. If so, it's behavior mod on the staff as well as students. By handing out Wilderness Points, staff must be aware of what good is happening in the group. Staff cannot be pulled away be negative behavior.

How To Do It!

Wilderness Points are given twice a day, once before lunch and just before the day ends. Five points maximum are offered for each half a day, 10 points are possible during a full day. Sometimes, when a student really excells, more points are awarded. Guidelines for receiving Wilderness Points, on any given day, can be as broad as "behave" to very specific such as; help your partner, with his/her survival kit, not running in the halls, talking softly in class discussions, etc. Point awards are based upon how well a student meets the daily guidelines, unharrassed, unwarned, unaided (by staff) during the day. Wilderness Points are never taken away, (this is punitive). Students are never cajoled or threatened with Wilderness Points. Wilderness Points are simply given or not given. When points are not given, the student is told why, simply, with no value judgements.

Now That They Have Them, What Good Are They?

Prizes are awarded for accumulated Wilderness Points. For 35 points students receive a Ranger pin. For 100 points, a Ranger picture (of themselves at Ranger) is earned, 150 points earns a Ranger patch or transfer. Points are not subtracted after receiving a prize but continue to add up. The number of points needed for each prize correlates with the amount of time and/or money it cost the Project to obtain the prize. Patches, pins, and pictures were chosen to help build the student's positive image of him/herself within the Ranger program.

Visualization How You See It...

Visualization is one of those simple techniques that works amazingly well. It can be brought to bear when things must go right, or a series of complex tasks are to be accomplished. Have students sit quietly as a staff person narrates pictorially the activities which are to occur in the next few moments, hours. Be positive! If there are concerns that certain problems will arise, describe the problem and then narrate a positive solution. Use the students names, include as many details needed to paint a vivid, exciting, fun picture of what is going to happen. More times than not, students carry out the activities described.

PASS

PASS (full reference can be found in the Resource Sections under 'Survival-Classroom') is a program designed by the Center at

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Oregon for Research in the Behavioral Education of the Handicapped or CORBEH. Ranger has used parts of the original program to give students an idea of how much time can be wasted goofing off and also to help students learn to stay on task as a group. Using the PASS clock as Ranger does, the clock has a very short life as a useful tool to gather and give information. When overdone, the clock quickly loses its effectiveness. The materials involved (all explained in the PASS manual) which should be read before attempting to use the clock, include the time clock and a remote control device (or make your own as outlined on pages 275-276 of the PASS Manual for Consultants). Staff must also establish a set of desire behaviors such as:

How To
Make The
Clock Go

1. Be courteous and kind to others. This means no putdowns, no hitting.
2. Only one person can talk at a time and no other obnoxious noises.
3. Add to and pay attention to class meetings.
4. Stay in your seat during classroom time.
5. Pay attention when instructions are being given.
6. Keep working on original task until you are done or have received permission to switch tasks.
7. If you are having trouble being a helpful part of the group, ask permission to leave the room and go to the Castle.

After establishing the desired behaviors, initiating the program becomes simple. As long as everyone in the group is following the rules, the clock runs; when someone slips, the clock goes off. One Ranger group was surprised to find they spent 70% of a 40 minute meeting off task, goofing off. The group quickly switched over to 80% on task and earned a special treat (previously decided upon) by the group.

The goal of the original PASS program was to increase the amount of positive input from the teacher. This is always the goal at Ranger. One final word of caution unless staff has rapport with the group do not attempt to use the PASS clock. There are too many ways the students can game with PASS to the detriment of all.

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When a student continues to test limits, it is time for staff to intervene on a different level. Sometimes staff will have a handy trick that will work with the student. (All this must be based off of the relationship between the staff and the student because without that relationship one is casting into murky waters.) Apply trick or tricks (make sure they are humane and not an inherent putdown) and hopefully the problem will disappear.

What Not Why!

Don't Talk To Students When They're Mad!

If the student puckishly persists in his/her misbehavior it is time to sit down and start dealing one-on-one with the student. This is the time to focus just on "what" has happened. Accept no reason, "why," for the misbehavior. Such reasons are often valid and will leave a staff member sputtering in a corner wondering where to go next. The only information one wants at this point is to have the student verbalize or at least accept a description of what has happened. This should be nonjudgemental, "This is what occurred. . . ." If a student is too angry, hurt, etc., to talk, put the whole situation on hold until he/she is ready to talk. Gently isolate the student from the problem and go on with the day. When the student is willing to talk calming about the incident, then go back to start: "What happened/"

The Castle

When working with children, as with adults, there are times when they do not want to deal with their problems. Fine! Respect these needs and let the individuals cool off in peace and quiet. Essential to the Ranger program is a Castle, a quiet, pleasant, out-of-way spot where tired, grumpy, angry, hurt, sad students can retreat from the action. Isolating a child gives him/her time to reflect. Often the few minutes or hours spent away helps the child solve his/her own problems without the aid of staff.

The Castle is a place to calm down so Step 3 "What happened?" can be brought into focus and Steps 4 and 5 are worthwhile. However, some students will game about staying in the Castle. Let students sit for a day. At the beginning of the next Ranger day, inform the student that if he/she is not ready to talk by lunch time, the student's time would be more profitably spent at school for the afternoon, set a departure time and adhere to it. This action usually stops the gaming. Parents and sponsoring schools should also be notified. This does not mean that the student is dropped from the program. Rather, the student is returned to school for the afternoon. This action is an obvious "natural consequence." If a student rigidly sticks it out in the Castle, Steps 1 and 2 are not working. Staff should back track and discover the problem. Usually, the child needs to be more involved with staff, students, and the curriculum.

STEP 4

Have the student make a value judgement on his/her behavior.

Note that his step states "have the student make" the value judgment. Staff can help, but they are not the ones who misbehaved so staff are not the ones who can make a judgment whether or not the behavior was helpful. If a student balks at making a value judgement, back off again until the student is ready to talk. If the staff has defined behavioral expectations that are realistic, the misbehaving student has very few options other than to fess up that his/her behavior did not help. At this point, you are almost home!

Having the student make a value judgment about his/her behavior is tied closely with setting honest, equal expectations for students. It's often hard for a student to verbalize how his/her misbehavior has not helped a situation. In order to help students arrive at a value judgment about their behavior, staff should develop a repertoire of questions that solicit value judgements. For example:

Is what you're doing helpful to the activity?

Are you a part of the problem or a part of the solution?

What happened as a result of what you did?

Is this good?

If you (the student) were me (the staff) what would you do now?

Help the student to realize she/he eliminates the staff's choices in how to deal with misbehavior when misbehavior continues. Some questions are not good because they either elicit guilt or are inherent putdowns, these questions include:

How would your parents feel if they knew?

Do you think the other kids will like you if you do this?

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STEP 5

Make a small, specific plan and build in a check-back time.

A plan can be either written or verbal depending on the needs of the student and how many times the staff have previously worked with the student through the Nine Steps. Working up a plan involves teaching. The student has already stated that she/he did something that did not help him/her, fellow students and/or the program. What can be done next time differently? This question forms the basis for the plan and is the key to helping students behave better in the future.

Plan of Action

The "Plan of Action" allows staff and students to put into writing what has happened and what should happen differently in the future. The plan allows staff to document in writing an agreement with a student which can be posted for future reference.

This Is Not A Contract or A Stick With Which to Bang A Kid On The Head

If a problem becomes sufficiently developed that a few moments of talking will not solve the situation, working out a Plan of Action with the offender usually impresses upon the student, staff's intent to diminish the behavior. A Plan of Action gives staff and student a mutually agreed upon set of guidelines to follow should misbehavior continue. Rewards should also be built into the plan, so that there are positive incentives. Rewards need to be based on the interest and values of the individual student. In writing a plan, keep the "area of concern" limited to one or two items. Students can deal with only so much at a time. Make the plan with the student, asking him/her for suggestions which should be followed as closely as possible. Try to work in a reward for the student after the plan is carried out. Also, build in contingencies just in case the plan fails on the first try.

To encourage the completion of a plan a "brick wall" or natural consequence, may need to be built in. Often such brick walls carry the inherent threat of "do it or else" and therefore, they are usually best left out of early plans. An example of a brick wall is:

> "If Bill slugs Tom again, he will be returned to school for the afternoon and his parents will be telephoned."

The final step involved in completing a Plan of Action is signing the plan. Both staff and student should sign the plan indicating their understanding of the plan and their agreement to follow the outlined plan. If a plan fails (and they sometimes do) do not become upset or beat the child with the plan, just repeat the process and write a new plan. After all, no one succeeds 100% of the time!

STEP 6

Receive a commitment from the student to follow the Plan of Action.

If the student agrees to "do it" but the staff feels the student is not going to follow through with the plan, do not allow him/her to return to the group until a commitment is made to work on the plan. Non-verbal clues often are important in deciding whether or not a commitment exists. Again allowing a student sit isolated from the action, works wonders on commitment.

Inherent to developing a Plan of Action is that the staff member should assume the role of a helping person. There is often a tendency, especially in the heat of conflicts to bang the student on the head with his/her plan. Resist the urge! The rapport lost with students through such outbursts is not worth it. Be careful the desires to beat students with their own words and plans can be so great at times of high conflict that it must be watched for constantly!

Once again, the rapport between student and staff plays an important part in how willing the child is to commit him/herself to the Plan of Action. An exciting curriculum also is important because if something is Exciting, Fun, Adventurous and Intriguing, no student wants to stay and dicker. Nor are students willing to run the risk of not following through with their plan and being sent back to the Castle until someone can deal with them again.

Staff can also develop a series of questions to elicit commitment, such as:

Why is it important to carry out this plan?

What will happen if you follow through?

What will happen if you don't?

Be direct with the students:

Are you going to follow through with this plan?

When do you want to start the plan?

How will you do it?

Can I help?

Do you feel this is possible?

How long can you carry out this plan?

Can the rest of the group help you? How?

STEP 7

Recycle/Replan, accept no excuses.

If the student has followed through with the plan, remember to give out the reward built into the plan. Observe instances where the student side-steps opportunities to misbehave and compliment him/her. If, however, the student does not follow through, start the process again at whatever step seems logical. Accept NO EXCUSES for misbehavior. Keep working on different ways for the student to behave appropriately. Such strategy is hard on students. They are accustomed to people who want excuses, "Why did you do that?!" When one turns aside excuses and focuses on "What happened?" (Step 3), "Was it helpful?" (Step 4), "How can you do it differently next time?" (Step 5), it unnerves them. Students expect lectures, ranting, and raving. Then they can yell back and argue. With this approach however, all such tactics have been cut off. When carried out in a warm, supportive, concerned manner it defuses much anger and there are no side issues in which to dissolve. Prime importance should be placed on following through. CONSISTENCY is the byword for the Nine Step Approach.

NINE STEPS TO DISCIPLINE

STEP 8

Use discipline rather than punishment!

There may be time when all else has failed and a student refuses to work on his/her misbehavior, continues to create havoc, tries test limits, and generally becomes a pain in the neck. This is the time to build into the plan a brick wall (so the student can see it is there) and let the student hit it. Now this procedure is not as harsh as it sounds. Students sometimes need to test limits and push staff, just to see what is beyond. If a student persists, set the limit and the consequence for going past the established limit.. If the student wants to hit the wall, this can be a good lesson. Hitting a brick wall does not mean staff should push a student towards a consequence nor cheer when she/he reaches the wall, however, some students have to know first hand that there are limits or brick walls that cannot be pushed, period. When done with gentleness and in partnership between staff and student, such limit testing can be an extremely valuable learning experience.

Setting the consequence for hitting the wall is the most challenging part of initiating such action. One should always be looking for "natural consequences," not just a punishment for the misbehavior. The distinction between discipline and punishment may seem slight but there are enormous differences. Discipline teaches through natural consequences. Punishment involves suffering, pain (mental and emotional) on the part of the student and is most often a chance for staff to prove his/her power over the student. Very little positive happens when punishment is used and often a series of inappropriate side issues and behaviors arise. Also, when an adult asserts personal power over a student it again puts the student in the role of a second class citizen, causing the inherent battles between the first and second class. The whole idea of power, while seeming obvious and therefore easy to avoid, quietly creeps into encounters with students especially when frustrations are running high. Watch for power struggles and use extreme care before exercising power. If one uses power wisely and with humanity it is a valuable tool. When power is used for its own sake or because staff is too limited with other options power can be a very destructive force in a program.

POWER

NINE STEPS TO DISCIPLINE

STEP 9

Never give up.

Hopefully, one will never get to this point! But, alas, some students drive on to see, if indeed, staff really cares, if staff really cares for the student no matter how obnoxious the behavior. Stay with them! One more time around and a student may stop the testing and be ready to relax, enjoy staff and the program. A child that is persistently inappropriate is in his/her own way yelling "Help!" very loudly. Stay around to help. Look for outside resources. Never give up.

Minor Adjustments May Be Needed

At times, these Nine Steps can seem to bog down in an endless series of plans and contacts that are meaningless to both the staff and the students. If this occurs, look for the cause. The first cause that should be explored is insufficient involvement between staff and the student. Sometimes the student does not yet feel that the staff is in his/her corner and therefore, plays games with the Nine Step Approach. If this occurs, stop the process and go back to the second step to gain a more solid relationship with the student.

The next area that can cause problems is having too vague a plan, i.e.: "Johnny will improve his behavior." It is important to be specific and be brief in designing plans. Also remember, staff cannot change overnight what a student has been developing all his/her life.

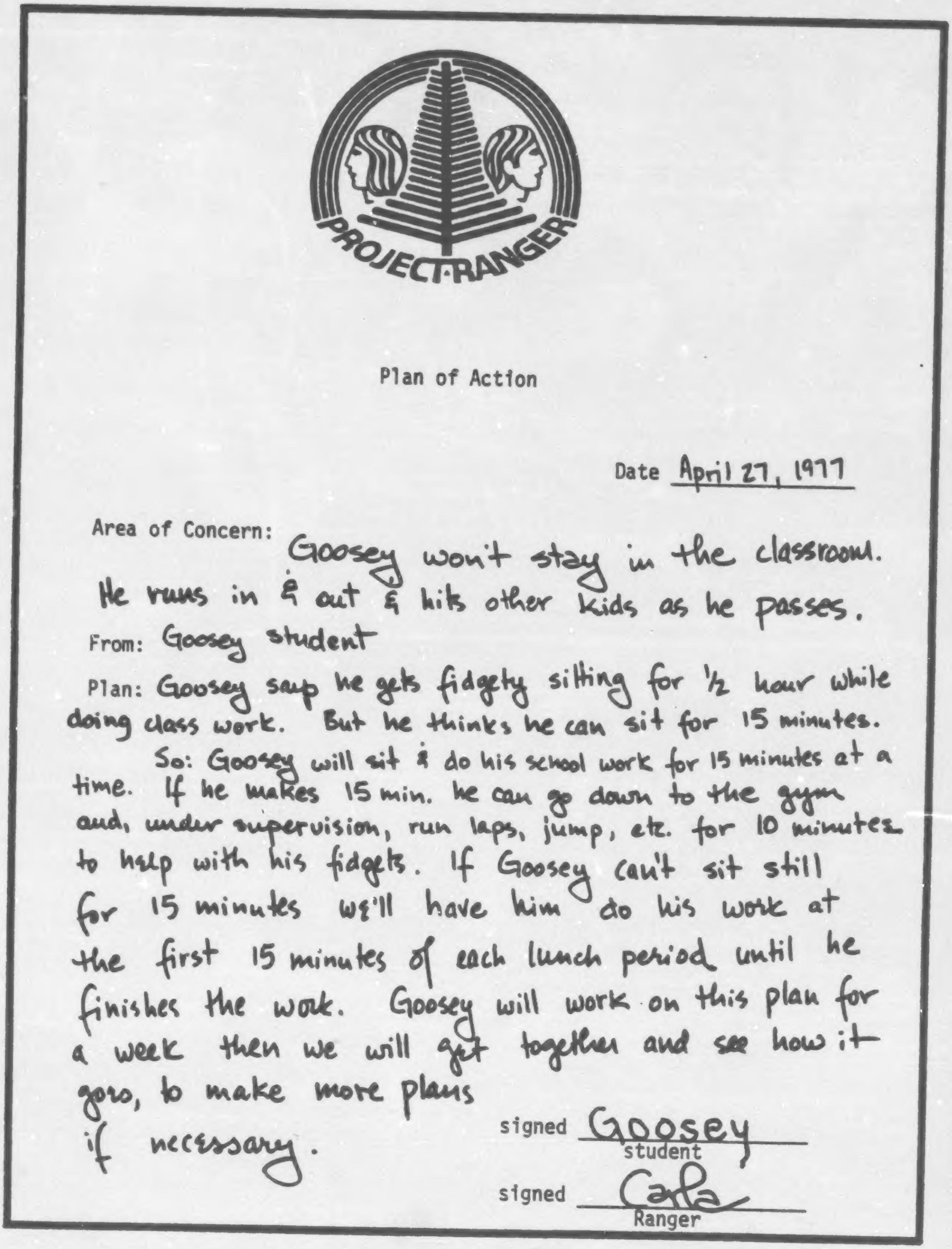
The final two problem areas are closely related. These are forcing a plan and proceeding too quickly to a commitment. We, as adults, do not accept change quickly into our lives, nor do we consider buying a car or a home on the spur of the moment. We must give the students the same time and consideration.

The Time Involved

The final thought concerns the fact that these steps can take as little or as much time as seems appropriate for each particular student. One can run through all of these steps in a matter of moments or the process can take weeks. The time involved is dependent upon staff, program, and most importantly student needs.

Finally:

When climbing mountains there is a saying that "You can only climb one step at a time." This reasoning needs to be applied to children with problems. Unfortunately, staff cannot stand on a child's shoulder, look back at his/her feet and exclaim what a distance the student has come! But staff can develop sensitivities to the little changes that children make as they learn more appropriate behavior. Staff can encourage and reward each other on gains with students just as we reward and encourage children. A sense of humor, time to laugh, and a good perspective are invaluable aids for staffs who are working with Ranger students. Take the time!



PROJECT·RANGER

Plan of Action

Date April 27, 1977

Area of Concern: Goosey won't stay in the classroom. He runs in & out & hits other kids as he passes.

From: Goosey student

Plan: Goosey says he gets fidgety sitting for ½ hour while doing class work. But he thinks he can sit for 15 minutes.

So: Goosey will sit & do his school work for 15 minutes at a time. If he makes 15 min. he can go down to the gym and, under supervision, run laps, jump, etc. for 10 minutes to help with his fidgets. If Goosey can't sit still for 15 minutes we'll have him do his work at the first 15 minutes of each lunch period until he finishes the work. Goosey will work on this plan for a week then we will get together and see how it goes, to make more plans if necessary.

signed Goosey
student

signed Carla
Ranger

CLASS MEETING PHILOSOPHY

Before taking a look at some specific class meeting activities, it is wise to consider the premise for even having a class meeting as a part of the Ranger Curriculum. Some of the purposes of class meetings are:

> To provide an opportunity for participants to have for successful experiences through participation by talking and/or listening
>
> To promote a positive self-concept for each student
>
> To build involvement; a trusting, caring relationship between teacher and students, and among students
>
> To build communication skills, especially listing and vergalizing information that is important to individuals
>
> To learn the process of thoughtful/civil interaction
>
> To increase class cohesiveness and unity
>
> To create and maintain an open, trusting climate

Ideally, a class meeting should focus on areas in which a particular group is floundering. A detailed strategy should be worked up in which activities and discussions are an integral part of the overall curriculum. The general sequence of class meetings should progress from relatively low risk areas towards higher risk topics after the group is comfortable with low level topics. At Ranger the class meeting topics also progress from group-oriented topics towards topics which focus on the individual student.

A class meeting is only as good as the commitment of the instructor and students in regards to success. The art of leading a good class meeting depends on the art of asking pertinent, provoking questions. Questioning strategies require time, patience, and most of all, practice.

Rules should be established for the class-meetings at the beginning of each term. The rules established should be simple and few. Be sure that the rules meet the needs of the discussion, not the needs of the staff. Instructors should ask themselves, "Does this rule help the student get the most out of the discussion, or is it merely for order and structure?"

Class Meetings: How to Run 'em

At Project Ranger, each day begins with a class meeting. This meeting allows the teacher to observe the students, noting particular behaviors, convey needed information, give students the schedule of the day, and set out a series of positive goals for the day. Class meetings also allow the instructor to focus on the positive events of the day. Paramount to the success of the class meeting is to establish and maintain an involvement with the students. Involvement means more than knowing the students' names or having an idea of their likes and dislikes. Involvement means that staff trusts the students and the students feel comfortable and trusts the staff. Without this involvement the class meeting will surely perish. Students who have found school a failure-oriented place will not want to speak out on any subject unless they feel that they are on positive terms with the leader of the class meeting. The class meeting sets the tone for the entire day. A good class meeting will usually result in a positive and productive day.

The class meeting is designed to deal with the affective domain. Most Ranger students have met with failure in the normal classroom environment. For this reason, (and because everyone needs some success) Ranger class meeting activities are success-oriented! With success self-concepts improve and with a better self-concept, comes a feeling of self-worth and caring. Because Ranger students typically have a short attention span, activities are short and fast-paced, as well as success-oriented. The activities are designed to be relevant to the students experiences in school. In other words after a short debriefing, students can understand how the skills learned in a class meeting might be applied to other similar situations in school or at home. Each affective activity has a behavioral goal for which the group or individual is striving.

CLASS MEETING ACTIVITIES

Goal	Activities
Individual Concept Building	Metronome and Squares Person of the Day Blind Bewildered Bat Individual Goal Setting Blind Walk Creative Problem Solving Listing 10's Inner Me - Outer Me Feedback Coat of Arms
Developing Skills in Accomplishing Tasks	Neatest Thing Create an Image Planners and Operators New Atlantis: Spaceships Symbol Talk
Increasing Frustration Levels	Direction and Name Contest Planners and Operators Toothpick Frustration Breaking In Metronome and Squares
Increasing Skill Levels In Following and Giving Directions	Five Squares Blind Bewildered Bat Direction and Name Contest Lifeline Create An Image Planners and Operators Symbol Talk
Increasing Group Cooperation	Five Squares Group Process Group Roles Group Action Posters Planners and Operators New Atlantis: Crew Selection Consensus Decision Making
Fitting Into Another Persons' Shoes!	Creative Problem Solving Space Territory Breaking In Feedback

CLASS MEETING ACTIVITIES

Goal	Activities
Group Concept Building	What Makes A Good Group Group Goal Setting Group Roles Group Process Breaking In
Values Clarification	Lifeline Listing 10's Pie of Life Metronome and Squares New Atlantis: Crew Selection
Interdisciplinary	Poster Making Role Assignments New Atlantis: Series Symbol Talk

CLASS MEETING DISCUSSIONS

An integral part of the class meeting concept are discussion. Many class meeting activities are debriefed through a discussion of the behavioral goal for the lesson.

There are great numbers of questions that staff can ask students which provoke self-exploration, and increase trust through self-disclosure. The trick is to intersperse explicit, risky questions with questions that seem to be less threatening and more fun. Such fun questions can be answered on a piece of paper and then discussed, or staff can move around the room asking them to individuals. Some of the fun questions we use often are:

1. How would you spend the last 24 hours if they were your last?
2. What were you like as a tiny baby?
3. Describe yourself as an old man/woman.
4. Name the kind of animal you see yourself as. Do the same with color, piece of furniture, car, food, music, birds, etc.,
5. Remember the three strongest feelings you're had in the last 48 hours; 24 hours; discuss them with a partner, or the group.
6. Describe the highlights of the past week in school?
7. Describe the neatest thing that happened to you yesterday.
8. Finish the statement "I wonder..." three times.
9. Finish the statement "I am proud..." three times.
10. Finish the statement "I learned..." three times.
11. List those in group most similar to you. Least similar.
12. Who here is happier than me?
13. How do you make friends?
14. What do you do to make the best out of a bad situation?
15. How do you choose what to do?

The outcome of a discussion is dependent on the skill of the instructor. An excellent source of discussion topics and activities can be found in the Magic Circle Human Development Program, Supplementary Idea Guide, 1975. Published by:

Human Development Training Institute Inc.
7574 University Avenue
La Mesa, California 92041

The following activities are especially good in the guide:

I - You messages	pages 60- 62
Listening Skills	57- 59
Communication Stoppers	55- 57
"Maligned Wolf"	159

Several pages of excellent discussion topics can also be found on pages 33-38.

Another good source of class materials is Resource for Class Discussion by Educator Training Center, 1976.

Educator Training Center
2140 West Olympic Blvd.
Suite 578
Los Angeles, California 90006

MODELING

The Modeling of appropriate behavior by Ranger staff can have a tremendous effect on students, and is an area often overlooked in running a Ranger program. The actions of a group of students can be directly tied to the behavior that the staff person has been modeling. For this reason, it is imperative that the staff take a long hard look at themselves and their students.

Through proper modeling many behavioral problems can be avoided. When deciding on behaviors to model, it is wise to take into account the types and personalities of the students involved. What kinds of behaviors would the instructor like to avoid in the group? Make sure staff is not modeling any of those behaviors. What behaviors would the instructor like to see in the group? Model those, and the group will pick up on and begin to imitate those positive, helping behaviors. A couple of examples should illustrate the point. If a staff member often relates stories of his/her "troubled" youth (i.e., in an effort to gain acceptance with the students) or fights he/she was involved in, then she can expect his/her group (in an effort to gain acceptance) might be violent, aggressive, involved in put-downs, or bragging. In this example, students are glorifying the instructor's "war stories." Instructors must take a hard look at the behaviors which they model.

The following three questions can be used to assess where staff stands on modeling:

1. Are there any areas of "rigidity," things that are guaranteed to "get your goat" that students can preceive and game with? If so, how can you meet your needs (if they are valid) without setting up a gaming situation with the students.

2. Are there areas you are particularly weak in (i.e., being assertive, organization, being on time, planning a day's activities,) allowing the students to out-maneuver you by building their strengths in these areas?

3. Are there things you do or say that you do not want to see your students doing, i.e., rough-housing, "war" stories, jokes that are also put-downs, yelling, goofing off at inappropriate times?

Always remember, the negative and positive impact of adult behavior on students should never be underestimated. When an instructor is having problems with a group, consider the behavior that is being modeled.

RANGER CHECK-UP

The Ranger Check-Up is used to provide feedback from teachers to both the Ranger staff and the students. (See Ranger Check-Up form on the following page.) This form is sent to teachers at least twice during a ten week term to provide a check to assess classroom progress.

Through completing the form, the classroom teacher comments on attendance, work completion, class behavior and any other problem area. The Ranger staff encourages teachers to write some positive statements on the form as well as where the student has been falling down on his/her committment to do better at school. The forms are then collected by Ranger staff and shared with the students individually at Ranger. A staff member and student will discuss each Check-Up, noting areas where improvement has occurred and areas where improvement needs to occur. If there are any serious problems indicated on the Check-Up, a visit to the teacher by Ranger staff is warranted. Students and staff also work out a plan for doing better at school, finishing assignments and a check back time so the problems do not continue to snowball.

If the teacher, student and Ranger staff all know that a problem exists and can work on the area of concern together, then in a short time the problem can be eliminated all together.

Ranger Check-Up

Student ____________________

Date ____________________

Please comment on this student's progress!

teacher	attendance	completes work	class behavior	other

Other Comments:

Please return to: ____________

____

THIS WILL BE SHARED WITH THE STUDENT

RANGER LESSON PLAN

Curriculum Unit:	Class Meeting
Activity:	Behavioral Roles in Groups
Behavioral Goal:	Students will gain awareness of and apply names to certain behavior roles taken by themselves and others when functioning in a group.
Description of Activity:	This activity is used near the beginning of the term to acquaint the group with the various roles which are ever present in a group. This activity serves to get the students thinking in terms of their own behavior in classroom and Ranger groups.
Materials:	room posters of roles

Procedure:

1. Have cartoon-like posters on the wall depicting each particular role (description of roles are on the following page).
2. Have a student read a role, then stop to discuss just what the role means in terms of behavior. Get the group to internalize the behavior described by giving some specific examples.
3. Begin the activity by discussing roles that do not help the group and progress to roles that help the group. Throughout the discussion, emphasize the fact that everyone assumes different roles on different occasions and the importance of assuming roles which help get the job done.
4. Group role posters should remain posted in the room after the completion of the activity for quick reference when the group needs to be reminded of helpful roles.

LIST OF BEHAVIORAL ROLES FOUND IN GROUPS

Roles that don't help the group:

Fighter:	Fights, argues, calls names, swears
Blocker:	Gets in way of group. Needs attention, Tries to pull group away from job.
Chicken:	Won't work with group, gets up and leaves group. Afraid to try new ideas.
Dictator:	Someone who talks all the time. Won't let anyone else share ideas. Interrupts others, won't listen to others ideas.
Mouse:	Person who just sits and doesn't do anything. Won't talk, won't help, won't share.

Roles that help the group:

The Teacher:	Evaluates, rates group on how it is doing and suggests ideas.
The Secretary:	Records how well the group is doing and notes where the group has been.
The "Doer-Doner":	Jumps right in and helps get the job done. Always ready to help others, and stay on task.
The Referee:	Begins group on task, ends conflicts, keeps everyone happy. Tries to keep things going smoothly.
The Sharer:	Gives ideas, feelings, opinions. Listens carefully to others.
The Replay Expert:	Asks questions, clears up what others are saying, goes back over situations, ideas.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Blind Bewildered Bat

Behavioral Goal: Students will understand the complexities of communication and develop rapport with their partner.

Description of Activity: This activity is based on the unique non-visual navigational system of the bat. Bats utilize a radar-like mechanism that allows them to navigate without the benefit of vision. With "bat-like eyesight" the blindfolded students navigate through a series of tires, chairs, and other obstacles relying on the eyesight and communication skills of another person. Excitement, desire, and frustration run high in this activity!

Materials:

- several old tires
- wastepaper baskets
- classroom chairs
- paper sacks (grocery)

Procedure:

1. Create a flight path out of old tires, chairs, or tables.
2. Have students choose a partner.
3. Explain to the students that this will be a test of their navigational skills and each pair will have to work much like bats, receiving input from another source (their partner) to navigate through the maze.
4. The bat wears a paper sack on his/her head and is spun three times before going down the flight path. The partner guides the bat through the maze giving verbal directions.
5. Students reverse roles and try the activity.
6. Other challenges to high ability students may include directing two bats simultaneously, going through the "flight path" for best times and/or selecting the best communicators to challenge another group for time.
7. Debrief on communication skills used in group. Who was most effective? Least effective? Why? How can individuals improve communication?

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Blind Walk (Trust Walk)

Behavioral Goal: Students will become aware of their trust and responsibility levels through cooperation to follow a set of directions.

Description of Activity: The Blind Walk develops trust and cooperation between peers as well as a utilization of other senses. The student must be committed to cooperate and listen for the activity to work well. One variation for a group with dubious commitment is to blindfold the entire group and have them hold a rope which the leader directs.

Materials: blindfolds

Procedure:

1. Explain that this adventure involves trusting someone and being trustworthy. For some groups you may want to explore what these words mean and receive commitment to be trustworthy from each student.
2. Brainstorm safe ways to lead someone on a Blind Walk.
3. Divide students into pairs and give each student a blindfold.
4. Each student takes a turn at leading their partner on a walk for at least ten minutes.
5. After all students have had a turn meet and share feelings, worries and hardest things centering on trusting and being trusted.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Breaking In

Behavioral Goal: Students will increase their awareness of group dynamics and develop empathy for other students.

Description of Activity: This is a good activity for a group who typically excludes others from joining into the membership.

Materials: none

Procedure:

1. Have one person stand aside while group grasps arms and forms circle.
2. The designated person outside the circle attempts to physically break into the circle.
3. Repeat activity with different students playing as the "outside" person.
4. This process of exclusion stimulates great emotions and can be used as a spring board for subsequent discussion on group interactions. Possible discussion questions include:
    a. Did you like being the "out" person?
    b. How did you feel being excluded?
    c. Did you feel the whole group was against you?
    d. How does it feel when a group unites against one person?
5. Shift the focus of the discussion to Ranger group. Does our group ever unite or gang up on one of our members? What happens them? Does this help our group? Could we remedy the situation? How?

Considerations: Do not allow students to become violent as that is not the purpose nor intent of this exercise.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Coat of Arms

Behavioral Goal: Students will gain increased self-awareness, formulate goals and participate in a self-disclosure activity.

Description of Activity: Coat of Arms is an excellent activity for students who normally don't participate in self-disclosure. This activity also allows the instructor a chance to gain more insight into how students view themselves and formulate goals.

Materials:

pencils
paper
coat of arms diagram

Procedure:

1. Introduce the activity by asking if any students if they know the meaning of the term Coat of Arms. Have students explain what their meaning of the term (a Coat of Arms is a series of symbols unique to a family or in this case, a person).
2. Explain to the group that each Coat of Arms is unique, and that in this activity, each student is going to design a personal Coat of Arms.
3. Distribute or have students draw the Coat of Arms diagram on the next page.
4. Each student should fill in the appropriate spaces with a picture, design, or symbol:
   - Space a: Something in which you would like to improve and something you are already good at.
   - Space b: Your most valuable material possession.
   - Space c: If you had one year to live with guaranteed success, what would you do?
   - Space d: Three words to be placed on your tombstone.
   - Space e: Your greatest success in the last year?
   - Space f: One thing you will do differently if you become a parent or teacher?

RANGER LESSON PLAN

Procedure Cont.:

5. Students will probably need help in formulating ideas to fill the space. Positive reinforcement can do wonders in keeping the students on task!
6. After the students have finished, see if any would like to share their Coat of Arms with other students. Encourage a non-threatening and open atmosphere. Through the use of positives encourage other students to share and participate.
7. Display the completed Coat of Arms in a prominent place in the classroom.

Considerations: Students who finish the activity early might want to color their Coat of Arms.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Consensus Decision Making

Behavioral Goal: Students will increase their ability to arrive at consensus decisions.

Description of Activity: Consensus decision making is an activity which allows students to question others values while coming to a common decision. This activity requires a fairly large amount of time to complete.

Materials: character list - see list attached

Procedure:

1. Before beginning the activity, decide on a character list and a format to use. The situations and characters are endless and can be matched to the group.
2. One situation which could be utilized is to have the students become members of a famous heart research team. The team has a major problem in that there are 12 people needing heart transplants and only 4 hearts available. The team must solve the problem and reach complete agreement on which 4 persons will receive transplants.
3. At this point, hand out the character list. The team must not only decide which 4 persons will receive hearts, the group must also be prepared to defend their positions for the 8 who will not live. This is often the hardest part of the activity for the students.
4. If the group is low on problem solving skills, they may need help getting started and help in developing a plan for dealing with the characters.
5. Debrief the activity by having students examine their own values in relation to other members' values in the group. Asking the following questions may prove helpful:

   Why do students include or exclude certain individuals?

   How did the group decide between characters?

   What will heart team members tell those people not selected?

RANGER LESSON PLAN

Considerations:	A large group of students can be divided into a smaller group of 4-6 students for the activity. The decisions of each group can then be explored before the other groups.

RANGER LESSON PLAN

Character List

1. A male high school dropout, he quit school in the 10th grade.
2. A policewoman who was given a recent community relations award.
3. A clergy man.
4. A female physician, 33 years old.
5. A 58 year old male carpenter and part-time auto mechanic.
6. A 39 year old female bio-chemist, received the Nobel Prize last year.
7. A female president of a international corporation specializing in energy.
8. A male olympic athlete, he was excellent in many sports.
9. A 25 year old female teacher. She cares deeply about her students and is an excellent teacher.
10. A 26 year old male grocery checker.
11. A 23 year old female rock star. She has spent the last 2 months in a mental hospital.
12. A 32 year old male lawyer.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Create-an-Image/Stuffed Art

Behavioral Goal: Students will follow directions and work independently.

Description of Activity: An image is drawn and cut-out, its mirror image is traced and cut-out, then both are painted and stuffed with newspaper as the two sides are stapled together along the edges.

Materials:

butcher paper
poster paints
string
newspaper
stapler
thumbtacks

Procedure:

1. Have students select an animal, or object which they would like to create.
2. Show a sample of Create-an-Image (See Considerations).
3. Go over the directions for size, cutting, coloring, stuffing, and stapling.
4. When the images are complete, hang with string and thumbtack from the ceiling.

Considerations: Create-an-Image can also be used as an environmental lesson: Create-a-Food Chain. In this activity, the staff member explains the concept of food chains and then instructs the students to make a stuffed animal. Animals can then be arranged and strung together to imitate a mutual food chain.

RANGER LESSON PLAN

Curriculum Unit:	Class Meeting
Activity:	Creative Problem-Solving
Behavioral Goal:	Students will increase problem solving skills and develop an understanding that there may be several options available in any given problem.
Description of Activity:	Creative Problem-Solving involves the use of role play, to re-enact a situation which arose either at home, school or Ranger. It is then analyzed and discussed by the group to see if it could have been handled in any other way.
Materials:	none
Procedure:	1. Ask students if any of them have had recent hassles at home, school or at Ranger. It will take some reassurance by the instructor that the staff is not out "to get anyone," that the purpose of the lesson is only to see how a situation was handled, and explore alternative options. 2. Role play or reconstruct the hassle. The first time, just ask probing questions to determine what happened. Occasionally it is easier to role play the situation, especially if the group is into role playing. 3. Analyze actions, options, and choices made at each step of the hassle. For all the parties involved, be they principal, teacher, or student. Be very careful to remain non-judgmental. If students are placed on trial, this activity will never work. 4. Have the group explore other possible ways the problem could have been handled. Be sure to remain in the positive. Discuss which choices, options, and actions helped solve the problem and which actions only made the problem worse.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Direction and Name Contest

Behavioral Goal: Students will improve their ability to listen, follow complex directions and work independently.

Description of Activity: The Direction and Name Contest is a great deal of fun and can be used whenever there is a lag in the activities. Often times is used at the beginning of the term to help students to learn each other names, and at the same time, enhance their direction-following skills.

Materials: a good memory!

Procedure:

1. Gain the group's attention by asking them to line up in the front of the room. Ask students if they are up for a challenge of their skills. (They always are!)
2. Explain to the students that there will be several sets of directions, each set getting more difficult to do and remember.
3. The first set is usually similar to "Simon Says," with later sets involving a series of actions. A series might include standing up, sitting down, and moving body parts in a particular sequence. The most difficult set might include up to ten separate actions that each student must complete.

   Note: There is nothing which dictates that any of these actions has to make any sense whatsoever. In fact, a little nonsense goes a long way towards making the activity fun.
4. Debrief the students by finding out who could follow the simple directions (almost everyone) and how many caught all the slightest details in the most complex directions. Ask the students who were most successful why they thought they did well. These questions can lead into a discussion on listening skills and how those skills work back at school and at Ranger.
5. A variation of this activity is the name contest in which learning students names becomes the direction following set. For example, ask students to find

RANGER LESSON PLAN

Procedure Cont.: out the first and last names of two other students, then two more, ask what schools each student is from, what grade, etc. The variations are endless.

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Curriculum Unit: Class Meeting

Activity: Effective Affective Films

Ranger has used two films from Inside/Out film series which have proved to be very beneficial. Both films are about 15 minutes long and spark lively discussions. This series is especially good because the characters are roughly the same age as Ranger students and the films evoke strong emotions.

This film series also provides a discussion guide for help in leading discussions. Several other films are also available.

The following descriptions come from Portland Public Schools, Education Media Department Catalog.

Inside/Out: "Bully"

Adrian - a new boy in school and an outstanding student, who becomes the object of the class bully. Explains how children cope with harrassment and understand the feelings of violence and terror that bullying situations produce.

Inside/Out: "But Names Will Never Hurt"

Focuses on the feelings of an English-Canadian boy, who in sudden anger, calls a young French-Canadian boy a "Dirty French Frog" and then comes to realize how prejudice separates one person from another and affects the feelings of everyone involved.

More information about the Inside/Out film series can be obtained by writing:

Agency for Instructional Television
Box A
Bloomington, Indiana 47401

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Feedback

Behavioral Goal: Students will expand their awareness of self and others while sharing feelings about themselves and others.

Description of Activity: Encouraging Ranger students to feel comfortable in giving and receiving praise often proves to be a monumental although incredibly gratifying task. The purpose of this lesson is to instruct students on how to give accurate and helpful feedback.

Materials: none

Procedure:

1. The object of this activity is to have the students try to guess who is being described. Begin the lesson with a student naming one or two positive traits about another student without mentioning a name.
2. Describe in terms of:
    a. an old person
    b. an animal
    c. a color
3. See if the group can guess who is being described.
4. Let students react to the descriptions given of them.
5. Take care to keep this activity on a positive note and not let it turn into a put down session.

RANGER LESSON PLAN

Curriculum Unit:	Class Meeting
Activity:	Five Squares
Behavioral Goal:	Students will discover ways to cooperate and share without using verbal communication.
Description of Activity:	This game demonstrates the individual qualities needed for a group to succeed at working together on a task. While groups of six or smaller work best the only number limitation is that the number of squares possible must equal the number of participants.
Materials:	construction paper five square sets (see diagram)

Procedure:

1. To construct a five square set, enlarge and cut out the diagramed squares from construction paper. Cut squares apart on dotted lines and mix up the pieces so no group of three forms a whole square. Clip these together and you are ready to play!
2. Instruct students to sit in a group on the floor or around a table. Verbally or on the chalk board explain the objective and rules as follows:

   Task: Put together five (or the number in the group) squares of the same size using all the pieces.

   Rules: No talking

   You can only give pieces away; you may not take pieces from others.

   No signaling or gestures that would give directions or suggestions to another member of the group.
3. Pass out a set of three pieces to each person and let the group start.
4. When all the squares have been made, discuss some of the problems the groups discovered while trying to solve the puzzles. The instructor might ask, "What did each of you do to help the group get the squares put together? What was the hardest thing for you? How did you feel about giving pieces away? A list may be formed to help remember things that helped the group complete the squares for future reference.

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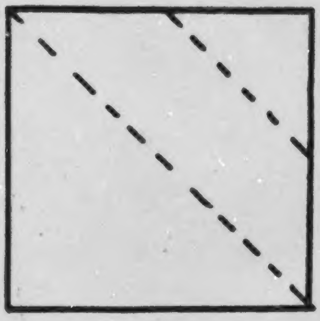
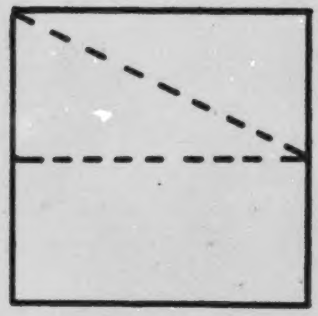
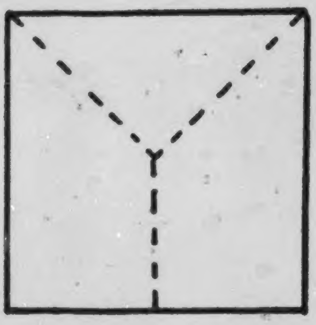
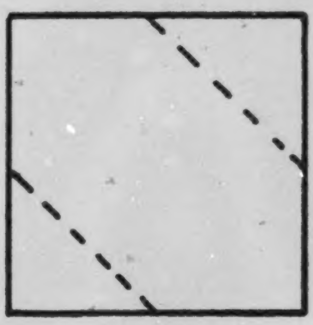
Procedure Cont.:

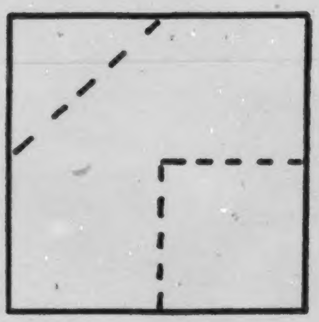
5. After the discussion, repeat the activity. Students might like the idea of being timed. Suggest that if they follow the ideas listed on the blackboard for helping the group, their time should improve.











RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Group Action Posters

Behavioral Goal: Students will gain an awareness of the stages a group must go through before they can work as a cohesive team.

Description of Activity: The Group Action Posters are used early in the term, usually in conjunction with the group roles activity. The discussion focuses on the evolution from a group of individuals to cohesive group action.

Materials: group action posters

Procedure:

1. There are five posters in the development of group action.
    a. Groping
    b. Griping
    c. Grasping
    d. Grouping
    e. Group Action
2. Discuss each poster noting what is happening with the group depicted in the poster.
    a. Groping: Members of the group are acting as individuals and are unable to start the task. No one is working together.
    b. Griping: Frustration follows because the group is unable to work together, still the members are acting as individuals. Griping becomes the main focus of the members, put downs are prevalent.
    c. Grasping: Finally some group members realize that they must get help from each other to complete the task. A couple of members may begin to work together.
    d. Grouping: More group members realize that helping each other is the key and they all begin to help. Griping is usually gone and a team begins to emerge.
    e. Group Action: The final state, where the entire group is working together to

Procedure Cont.: accomplish a single common goal. In this stage, tasks which seemed impossible, are made easy because the entire group is cooperating.

3. Compare the group to the group action posters. Where does the group fit? The posters can be used anytime when group action is essential but isn't happening in a particular group.

Considerations: This discussion can be used anytime, but is especially helpful to get a group on their way towards cohesiveness.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Group Goal Setting

Behavioral Goal: Students will gain an understanding of working cooperatively as a group towards a common goal.

Description of Activity: Group goal setting should be geared to the needs of the student group, and may be used several times throughout a term.

Materials:
chalk
blackboard
felt pen
construction paper

Procedure:

1. Students may not understand the meaning of the work "goals," hence it is essential that this concept be well explained at the outset of the activity. Ask students for definitions and examples of goals. Students often mention individualized goals, "get good grades," "be a football star." Acknowledge their responses, and gradually shift emphasis to group goals. Provide examples: the team wants to win, the group wants a tent set-up before the rains come, etc. Encourage students to generate examples of group goals.

2. Conduct a "brainstorming" session and list all possible group goals on the blackboard. Accept all suggestions and then have group decide on one or two goals to focus on for the day. Post designated goals in the classroom.

3. Extract an agreement from each group member to work on group goals for a prescribed period of time. Explain that wilderness points will be based on the individual's ability to follow the goal.

4. During the term group cohesiveness will develop and one may build on this activity. Explain that each group member will receive a like number of wilderness points, based on the groups ability to follow the goal. This is an effective technique for using peer group pressure.

5. The following is a list of possible goals: cooperation, no put-downs, no fighting, helping others on the ropes courses, following directions.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Group Process

Behavioral Goal: Students will work together as a group to accomplish a goal and then carry a task to completion.

Description of Activity: A fun activity to build group cohesiveness.

Materials:

paper
pencils
scissors

Procedure:

1. Have students divide into pairs.
2. Each pairs will be working to design and build a paper airplane utilizing the best skills of each student.
3. The students must decide on categories for the plane contest, e.g., the longest flyer, straightest flight, most number of circles, largest plane, etc.
4. Allow pairs fifteen minutes to design and build planes. Any number of planes may be built, but only one plane per pair may be entered in the inter-group competition.
5. Focus students on how they interact with each other, how they made decisions, and what roles each played within their group.
6. Conduct an inter-group competition to test the planes.
7. This activity can be used with kites, puzzles, or any other object which must perform.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: How Can You Make this Group Better?

Behavioral Goal: Students will work individually to help solve a group problem and increase problem solving skills.

Description of Activity: This activity is designed to help a group which is encountering major difficulties to become aware that a problem exists, and secondly, to deal with that problem.

Materials: pencils paper

Procedure:

1. Introduce the activity by explaining to students that there are several problem areas which have hindered activities for the group at Ranger. Emphasize that the more time spent working out problems at Ranger also means less time to work on Ranger activities.
2. Ask students to list on the board some of the problems which they have been noticing. Try to identify and talk about as many areas as come up, making sure each member of the group understands what is meant by each of the problems listed.
3. Once the problems have been listed and explained, ask the students to come up with some suggestions for specific behaviors which can help the group. Make a list of these on the board opposite each problem. Be sure that the suggestions stay in a positive vein. Negative put downs have no place at Ranger!
4. As the suggestions are listed, discuss each idea with the group, to determine feasibility.
5. Distribute paper and pencils to the students.
6. After the suggestions have been discussed, ask each student to list on their paper two things he/she will do to help the group function better. These lists should not be shared with the other students. After a week review each of the sheets to see if the students have been living up to the bargain.
7. The activity "What Makes a Good Group" might be considered before doing this activity. The staff members may want to "target" several problem areas.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Individual Goal Setting

Behavioral Goal: Students will independently set and achieve an Individual Goal gaining self-awareness and an understanding of personal accountability.

Description of Activity: Individual Goal Setting is an activity in which our students have had little practice. Most students live on a day-to-day basis with little or no thought of the future. Setting a goal begins to broaden students horizons and force individuals to come to grips with their own behavior. Goal setting can be a very positive experience when properly planned and realistic goals are selected for students.

Materials:

goal strips
pencils
paper

Procedure:

1. Goal Setting is a two-day activity which begins the first day with a list of goals laid out on the floor, on a bulletin board, or taped to the chalk board. Have the students look over the goals and see if any appeal to them to work on for a week, or two weeks. Explain to the students that they should choose a goal which they feel is important to work on, not one which would be really easy. Have the students choose a goal on the second day.
2. On the second day, have the students commit themselves to a single specific goal, for a specific length of time. (Example goals to follow on the next page.)
3. Post the goals on a bulletin board so that both students and teacher can see the goals and refer to them during the day.
4. Just underneath the goal have the student list one or two suggestions which will help them to attain the selected goal. Ask students to help each other work on goals through gentle reminders, help when needed, and encouragement.

EXAMPLE GOALS FOR RANGER STUDENTS

1. Sharing my ideas with others
2. Getting to know my own strengths
3. Not bothering others when I'm frustrated
4. Getting my work done better
5. Accepting my feelings
6. Taking risks on ropes courses
7. Taking losing in a good way
8. Not bothering others when I'm bored
9. Staying on a job until it's done
10. Participating in class projects
11. Learning more about things I'm interested in (Name it)
12. Not forcing my ideas on others
13. Participating in group discussions
14. Giving our praise and compliments
15. Not swearing
16. Not bothering others when I'm angry
17. Being truthful with others (in a nice way)
18. Helping others stay on a job (until it's done)
19. Taking risks when talking with others (self-disclosure)
20. Accepting people who are____________
21. Sharing my problems with a friend
22. Saying "Sorry Charlie" when someone baits my hook

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Inner Me/Outer Me

Behavioral Goal: Students will increase individual self-awareness and their awareness of others' view points through personal sharing feelings.

Description of Activity: This is high risk activity designed to familiarize students with themselves and others in the group. The group needs to focus on supportive comments and be willing to share feelings for this activity to work.

Materials:

magazines
bags
cards lettered with:

adjectives, verbs, and nouns

glue
scissors

Procedure:

1. Provide a sack of magazines and words (adjectives, verbs, and nouns).
2. Give each student a paper bag.
3. On the outside of the bag, have students paste pictures and words regarding their self-image as seen by others.
4. Inside the bag, have students paste those things that are kept private about themselves, or secrets that others don't know.
5. Have students share the items on the outside and inside of the bag if students are willing.

This activity has been adapted from Values Clarification, Sidney Simons et al., Hart Publishing Co., New York, 1972.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Lifeline

Behavioral Goal: Students will expand self-awareness, become more comfortable with self disclosure, work independently, and look beyond the immediate moment.

Description of Activity: This activity encouraged students to look beyond the present time into the future. This activity also helps students expand their self-awareness and be more comfortable with self-disclosure.

Materials:
butcher paper/construction paper (approx. 12" x 24"
pencils
colors

Procedure:

1. Handout pencils and paper and have students draw an "I" lengthwise in the middle of the page. Explain that the activity is all about "I."
2. Have the students turn the "I" horizontal to form the Lifeline. Explain that the Lifeline is a place to chart what important has happened in one's life and what one wants to happen. Staff should be doing their own Lifeline on the board as they have the students complete their Lifeline.
3. In a corner of the paper have students write down "Things That Affect My Life." Under this heading, they (and staff) should list all the things that affect their lives. The final entry should be "Goals." Under this heading, students should list all things that they want to do in their lives. (See the example on the following page.)
4. At this point have students start to put in past, present, and future (based on their goal list) events on the Lifeline. Lifelines can be divided up into 10 year increments to help students place events.
5. Color, illustrate, sign name, and post in room.

Considerations: Staff should assist and prompt hesitant students who cannot read or write. Also, staff can add some "fun" and highly improbably things (fly to the moon, race sports cars at age 86) on his/her own Lifeline so students will

Considerations Cont.: also start their imagination. This is where the fun comes in. Who wants to do all normal things?

Adopted from: Values Clarification
Sid Simon, et al.
Hart Publishing Co., New York

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Listing Tens

Behavioral Goal: Students will share their ideals and develop an awareness for their differences and similarities to others.

Description of Activity: This is a good activity to gain some insight into the group as well as allowing group members to share thoughts and ideas. The group needs to be ready to share personal information without put-downs or judgemental comments.

Materials: paper felt pens

Procedure:

1. Have the students list any of the following:
    - a. Ten adjectives: What am I?
    - b. Ten adjectives: What am I as ___ sees me?
    - *c. Ten verbs: How I am what I am?
    - *d. Ten persons, events: Why I am what I am?
    - *e. Ten Adjectives: What I would like to be -- my ideal person?
    - *f. Ten verbs: How can I be what I want to be?
2. Place the students' lists into posters. The instructor should encourage placing positive terms on the posters.
3. Hang posters on wall and allow each person to view everyones poster.
4. At a later date, the posters can be re-evaluated to see if any changes have occurred.

*Most popular with Ranger students.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Metronome and Squares

Behavioral Goal: Students will increase temporal awareness, especially frustration levels with uncomfortable tempos'. Students will increase their understanding that each person has a different temporal rate at which she/he is comfortable.

Description of Activity: This activity is excellent to acquaint students with themselves, their tolerances, and the fact that individuals have different temporal rates. It is especially interesting to note the behaviors of particular students during the exercise and discuss these observations during the debriefing.

Materials:

metronome   pencils
paper

Procedure:

1. Explain to the students that they are about to learn more about themselves in a new way.
2. Distribute pencil and paper to each student.
3. Discuss temporal rates with students (i.e., we all know someone who moves either faster or slower than us). Explain that the object for the lesson is to try and find at what tempo each student is most comfortable.
4. Explain that the metronome will start at a slow rate. With each "tick" students should draw one side of a square. After four "ticks" everyone should start another square.
5. Give each student time to draw five or six squares and have the students write down the rate next to the line of squares.
6. Increase the rate, and have the students draw squares.
7. The number of rates can be varied according to time, age, etc., but a representative sample from very slow to very fast should occur.
8. Debrief the activity by discussing which rates students were most comfortable. Students can also look at the squares to see at which rate squares were formed worst.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Neatest Thing At School, of Week, of the Day, etc.!

Behavioral Goal: Students will expand their self-awareness and become more comfortable with self-disclosure.

Description of Activity: This activity is designed to help students to become more aware of their thoughts, feelings, and how their actions compare with others. This activity also allows a nonthreatening time for self-disclosure.

Materials: felt pen large newsprint

Procedure:

1. The instructor should se the tone for this activity by being forthright and honest. Set a positive tone to encourage self disclosure.
2. One way of introducing the activity is for the staff member to tell his/her neatest thing.
3. Write down each comment on a piece of large newsprint for display in the room.
4. If the student seems at ease ask him/her why they chose what they did. Keep to simple and positive areas.
5. This activity can be used to promote positive behavior at school, through interest shown by the staff in positive happenings at school.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: New Atlantis/Crew Selection

Behavioral Goal: Students will share their values in regards to what skills would be best for a group to possess on a new planet.

Description of Activity: This activity gives students a chance to discuss personality differences, prejudices, and to practice persuasion skills as group members select and eliminate potential crew mates for a five year journey in outer space.

Materials: paper pencils

Procedure:

1. Read the list of passengers on the following page and have students take turns writing their names and a brief description (age, sex, occupation, etc.) on a sheet of paper.

2. Explain that in the next 10-15 minutes the group must come up with seven people they think would be best to transport to the new planet. Group members must all agree on each person and should take turns presenting reasons for personal choices. The amount of instructor involvement in the discussion (either helpful or confusing) depends on the group's progress and your inclination for being a trouble maker.

3. When the selection has been made, have the group draw the crew and place them and their background information in the spaceship as the activity is debriefed through questions such as:

    1. Who influenced the group decision most?

    2. Were each individual's thoughts considered by the group?

    3. Who was the best talker or listener in the group?

POTENTIAL PASSENGER LIST

Anne Wang:	26, Physical Therapist, expert on coral formations, Chinese-American
Norman Hansen:	41, Architect and City Planner, White
John Rice:	34, Prize Winning Reporter, TV Newman, White
D.A. Simpson, M.D.:	48, General Practitioner, White
Carla Adams	50, Dietician and Home Economist, White
Natalie Enderly:	37, Electronic Engineer, Black
Dr. Karen Phillips:	32, Microbiologist and Ecologist, White
Terry Jasmine:	47, Millionaire, President of a Large Corporation, Big Game Hunter, White
Martha Wright:	27, High School English and History Teacher, White
Mark Whitefeather:	20, University Student and Amateur Skin Diver, American Indian
David Banks:	50, Surveyor-Construction Supervisor, Black
Rhonda Richardson:	26, Concert Violinist and Guitarist, White

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: New Atlantis/Space Ships

Behavioral Goal: Students will share values in regards to necessary items for enjoyable survival and will come to a group consensus regarding the priorities of these values.

Description of Activity: This is the first of three activities designed to encourage students to examine their own values by using the fanciful framework of colonizing a new planet. Once imaginations are kindled, the leader need only ask an occasional question to keep students focused on the task!

Materials:
large sheet of butcher paper   pencils
felt pens or crayons

Procedure:

1. Explain that New Atlantis is the name given to a new planet much like earth which orbits a sol-type sun. Discovered in the year 2078 by the Zilch Expedition, New Atlantis is a little smaller than earth. The planet has four land masses with the rest of the surface being mostly water, abundant plant life and animal life. No traces of human or other intelligent life forms have been discovered by previous exploratory parties. This group has been put in charge of colonizing the planet. The group's first job is to design the spaceship which will carry the settlers and their supplies for five years across the lightyears to New Atlantis.
2. As a group, brainstorm all the items one would need focusing on life essentials (air, water, food, fuel) as well as enjoyment areas (recreation, exercise, government, education).
3. Have the group outline a spaceship on the butcher paper, dividing the spaceship so that each student has a "room" to design.
4. As a group, choose the top ten more important items on the list. Here is where values are called into play as the group must come to consensus on the top ten items to include.

RANGER LESSON PLAN

Procedure Cont.:

5. In blueprint fashion, have students decide where the top ten items should be placed on the ship filling in and labeling each item on the blueprint.

6. Post the complete blueprint in the room.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: New Atlantis/Survival Ranking

Behavioral Goal: Students will reach group consensus through discussion on a given problem.

Description of Activity: Given a list of equipment, students will rank separately and as a group the priorities of each item on the list for a crash landing in their spaceship.

Materials: list of equipment pencils

Procedure:

1. Hand out the list of equipment to each student.
2. Explain that their spaceship on route to the planet New Atlantis has just crashed and these are the items which have possibly survived the crash.
3. Have each student rank the importance to him/her of each item with *one* being the most important and *fifteen* being the *least* important.
4. Compare individual rankings as a group and decide on a single group ranking.
5. Debrief by sharing feelings about trying to arrive at group consensus from individual rankings.

Survival List

	Your Ranking	Group Ranking
Box of Matches		
Food		
50 feet of rope		
Parachute silk		
Solar powered portable heater		
Two .45 caliber pistols		
One case dehydrated milk		
Two 100 lb tanks of oxygen		
Self inflating life raft		
Magnetic compass		
Five gallons water		
Signal flares		
First aid kit with needles		
Solar powered FM receiver-transmitter		

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Person of the Day

Behavioral Goal: Students will write positive comments about others working as a group.

Description of Activity: This activity helps the group focus on others in a positive way. It also shows the chosen person how others in the group view him or her.

Materials: butcher paper felt pens or colored chalk

Procedure:

1. Select a person of the day. This may be done by group vote, teacher choice, birthdays, or any other method which insures all students of a chance to be selected.
2. Using felt tip pens or colored chalk trace around the person of the day as the individuals lies on a piece of butcher paper which is larger than the student.
3. Have other students fill in the outline with details of color, clothes, hair, etc.
4. Have each student write at least one positive comment about the person of the day and sign their own name somewhere. If students have trouble thinking of something or start getting silly simply remind them that they may be next!
5. During the day, any special job or responsibilities can go to the person of the day. At the end of the day the selected student can take their poster home as a souvenir of what a great person they are!

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Pie-of-Life

Behavioral Goal: Students will expand awareness of self and share feelings about themselves with others.

Description of Activity: This activity provides an opportunity to become better acquainted with students, their likes, dislikes, and how individuals spend time.

Materials:
paper
pencils
felt pens

Procedure:

1. Introduce the activity through a discussion regarding individual use of time. Include various types of activities, things thought about and people in your life. To encourage discussion, the instructor should offer personal examples and gradually draw examples from students. Use the discussion to generate interest and enthusiasm in the activity.
2. Handout pencil and paper and have each student draw a large circle representing the "pie of life." Ask students divide the pie into pieces. Each division should represent a way in which the individual spends his/her time, and should be proportional in size to the amount of time spent in that activity. Listing percentages on each pie piece can help distinguish size differences.
3. Have students share their "pie" with each other. Encourage discussion in the following types of questions:

   How would you change it if you could?

   How will it change?

   How has it changed?

This activity has been adopted from Values Clarification, Sidney Simons et al., Hart Publishing Co., New York, 1972.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Planners and Operators

Behavioral Goal: Students will increase their skills of observation following directions.

Description of Activity: This activity uses "planners," "messengers," and "operators" to send and receive information. This is a great direction following and communication skills activity!

Materials:
- 10 milk cartons
- "planning" sheets
- cuisenaire rods or other objects

Procedure:

1. Collect ten small cartsons and fill each with same objects (cuisenaire rods work great). The number of objects placed in each carton is dependent on how complicated the instructor wants to make the exercise.
2. Write up a list of Planners' directions for instance:
    a. Place the four orange rods as to make a square.
    b. Stand two of the green rods upright on one of the orange rods.
    c. Place the remaining green rod in the middle of the square.
    d. Put two brown and one yellow rod on an orange rod so that none of the brown rods touch an orange rod, etc.
3. Be sure to count the objects in each cap before beginning the activity to be sure that needed pieces are in the carton. If you don't count the pieces, the activity can become very interesting if students are short a piece.
4. Divide the class into five groups. Each group must have some planners, a messenger and operators (watching how the students decide which roles to assume is a great lesson in group process). Roles for each group are:
    a. Planners read and carry out planners' instruction sheets.

RANGER LESSON PLAN

Procedure Cont.:

b. Messengers watch what the planners do and report to the operators how to duplicate the efforts of the planners

c. Operators try to build the same structure as the planners describe to the messengers by listening to the messengers and asking questions.

Explain the following rules to students before beginning the activity:

a. Messengers and planners cannot talk to each other.

b. Messengers can only talk to operators, they cannot show the operators what to do.

c. Operators can ask messengers questions but these can only be answered by "yes" or "no."

d. When the teacher or student time keepers say "shift," messengers must go to the next station.

e. When a group finishes the task they can silently observe the other groups.

Considerations: Stress to students that this is not a competitive game. Have enough room so that messengers are not bumping into each other. Also, different groups of planners and operators should not be able to see each other. Operators should be in different areas of the room to limit confusion. In order to help students be more precise in their directions be sure to debrief the students feelings about this game.

Developed for:

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RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Poster Making

Behavioral Goal: Students will follow directions, formulate and carry out a plan of action.

Description of Activity: Poster making is a fun and creative activity which can be used anytime. Students at Ranger love to draw, and given an opportunity will create with great enthusiasm.

Materials:

pens
paints
paper
brushes

Procedure:

1. Decide on a topic for the posters. Possible topics include: favorite items, favorite activity at Ranger, favorite place, self portrait, etc.

2. After selecting the topic, initiate a brainstorming session where students list items that could be illustrated for the given topic.

3. As students work on posters, the staff member should circulate through the group giving encouragement and audible positive approvals. The success of this activity is often proportional to the amount of enthusiasm shown by the staff member.

4. The variations of poster making are infinite. For instance a group might construct one large poster. This requires an agreed upon plan of action with the group, and offers an excellent opportunity to develop group dynamics. In order for this variation to be successful the staff member needs to insure that all students are involved. Such a group poster makes an excellent end of the term activity, allowing students to illustrate the term's highlights.

Considerations: To get students wound up for the activity is sometimes beneficial to do 15 second drawings. Have students draw several different things allowing 15 seconds for each item. This brief time limit encourages spontaneity in the student's drawings. Possible 15 second topics include a fish, tire, boot, Big Mac, balloon, book, ear, flower etc. Staff should draw along with the students.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Role Assignments

Behavioral Goal: Students will cooperate as a group and develop flexibilities in leadership, follower and helper roles.

Description of Activity: Role assignments work well when a group is having difficulty getting along or when there is a struggle between leaders in a group.

Materials: none

Procedure:

1. Gather the group together and discuss with students specific problems that you have noticed happening (i.e., squabbles among members, not working cooperatively or the instructor having to play police person).
2. Tell the students that today the group is going to help each other learn about the discussed problems in a unique way. Each student is then assigned a role to play during the activity for a specific period of time (say 10 minutes). Students can be given a discussion topic or a specific activity to do while playing their roles.
3. Some sample roles might be:
    a. Leader: in charge of the group
    b. Referee: settles any squabbles
    c. Worker: helps get the job done
    d. Blocker: tries to stop the job from getting done, needs special attention

    Each person in the group should be assigned a role with only the leader knowing the other group members' roles.
4. The instructor can be an active participant in this activity, however, he/she should closely monitor the situation to be sure it does not get out of hand.

Procedure Cont.:

5. Continue this activity until everyone has had a chance to assume the leader and/or blocker role.
6. Debrief students by discussing frustrations, how it felt to play a role and how hard it is to lead the group, when some people are intent on not allowing it to work.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Sentence Completion

Behavioral Goal: Students will develop skill in self-disclosure and giving feedback to staff.

Description of Activity: Sentence completion is used as an evaluation tool for the Ranger staff. It gives the staff excellent feedback on what went well during the term and what needs to be improved. The activity allows staff to see if a student can verbalize his/her experience at Ranger.

Materials: student feedback sentence completion sheets and pencils

Procedure:

1. Hand out pencils and explain the purpose of feedback.
2. Ask students to recount some of their experiences and activities at Ranger. Listing activities on the board may be helpful. Ask students to try and remember both good and bad experiences.
3. Hand out the sentence completion forms (one can be found on the next page) and ask the students to be completely honest in filling in the sentences. Students who cannot read and/or write can be helped by staff who write down the student's answer.
4. Collect the forms.

EVALUATION

1. If I could change one thing at Ranger I would ______________________
____
____
____

2. One thing that should stay at Ranger is ______________________
____
____
____

3. Dave is best at______________________________________
John is best at______________________________________
Rhonda is best at____________________________________
Mark is best at _____________________________________
Karol is best at ____________________________________

4. Dave is worst at_____________________________________
John is worst at_____________________________________
Rhonda is worst at___________________________________
Mark is worst at ____________________________________
Karol is worst at ___________________________________

5. I would/would not like to return to Ranger ____________________

6. What I learned about myself at Ranger ______________________
____
____
____

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Space and Territory

Behavioral Goal: Students will increase problem solving skills and develop an understanding that there may be several options available in any given problem.

Description of Activity: This activity introduces the concept of human space, its physical boundaries and individual ramifications.

Materials: none

Procedure:

1. Introduce the following experiment to test limits of personal space:
   a. Have a student stand up, arms to side, feet together.
   b. Instruct the student to relax.
   c. Position another student behind the first student for safety.
   d. Move your hand (open) toward student's face.
   e. In most cases, the student will start to fall over backward as your hand approaches his/her face.
2. Have students sit in an arrangement which allows eye contact and open discussion.
3. Conduct a discussion about space (the instructor may have to generate questions to start the discussion, to make transitions, and to draw the discussion to a close.) Some example questions follow:
   a. What is personal space?
   b. What does it mean?
   c. What happened during the experiment and why?
   d. How does personal space affect your behavior?
   e. How much space do you need to be comfortable?
4. Repeating the experiment may clarify students comments and stimulate new thoughts.

RANGER LESSON PLAN

Procedure:

5. The discussion can move in many directions; continue to generate questions which encourage comparison and contrast. Possible areas to be discussed are:
   a. classroom
   b. nations-borders
   c. private property
   d. cities
   e. states
   f. territories
   g. animal territories, etc.

6. When bringing the discussion to a close, refocus on individual space by having students relate everything discussed to their perception of how personal space affects behavior.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Symbol Talk

Behavioral Goal: Students will develop an awareness of their dependence on verbal communication and will practice dealing with frustration levels in a competitive situation.

Description of Activity: This activity works well after a field trip or at the end of the term when a fun review of events, people and places is needed. Symbol talk also works as an enthusiasm booster or time filler for those "unplanned" emergencies.

Materials: large sheet of paper felt tips or crayons

Procedure:

1. Divide the group into teams. Have each team select a name so that points can be recorded.
2. Pass out paper and drawing materials to each team.
3. Have one member of each team come up to the board. Show them or whisper the word to be communicated and have the students return to their teammates.
4. Without talking or using sounds, or gestures and/or writing numbers/letters on the paper have the selected students try to get their team to guess what the secret word is.
5. To debrief the activity, find out what symbols were easiest to communicate, and how students felt about not being able to talk and how individuals dealt with frustrations.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: Toothpick Frustration Challenge

Behavioral Goal: Students will identify their frustration level and gain an awareness of their own reactions to frustration while working independently on a project.

Description of Activity: The Toothpick Frustration Challenge is a good way to show student life as it often is: frustrating!

Materials:
toothpicks
elmers glue
3 x 5 cards

Procedure:

1. Give each student a 3 X 5 card and explain that today there is going to be a contest with points awarded for certain categories.
2. Give each student 25 toothpicks to begin. Tell the students that they can construct anything out of toothpicks as long as it will fit on the 3 X 5 card. Have students glue the toothpicks together so they won't fall apart.
3. It is important to really create excitement in the student regarding the activity! Explain point awards for certain categories (i.e., most creative, largest, smallest, etc.).
4. The key in this activity is to create a strong desire in the students to construct something with their toothpicks.
5. Frustrations will soon build as toothpicks can be very annoying, especially when they won't stay where you put them, because the glue drys slower than the students' patience.
6. Set a time limit to finish the creations.
7. Help students identify their frustration levels bringing to their attention the different behaviors exhibited when students reach frustration.
8. Debrief with students. Discuss how students felt when frustration set in and how individuals dealt with the frustration. Share frustrating experiences of the past and how each person coped with the experience.

RANGER LESSON PLAN

Considerations: Watch for students who become overly frustrated. Be available to help students vent frustrations in a positive manner. The instructor should constantly scan the group in order to anticipate problems.

RANGER LESSON PLAN

Curriculum Unit: Class Meeting

Activity: What Makes a Good Group?

Behavioral Goal: Students will participate in discussion, expand self-awareness, and internalize those qualities which enable a group to work well.

Description of Activity: This activity is mainly a discussion with students on the positive qualities of a good working group, and works best early in the term when the group is still getting to know one another. The activity helps provide some positive directions for the group to aim toward. The teacher can also use the list generated throughout the term as a "Let's see where we are now" discussion.

Materials: felt pen large newsprint

Procedure:

1. To start the activity, have students do some brainstorming on those qualities which they like in their friends.
2. Have individuals in the group think of the best group situation they have ever been in. What made the group a good one?
3. Now focus the students on their particular Ranger group. What qualities would help a Ranger group work well together and enable them to have more fun?
4. Write down the suggestions of the students on a piece of large newsprint which can be posted in the room.
5. Briefly review which qualities are present in the group and which have yet to be developed.
6. The staff member might want to work out a plan to develop more positive qualities within the group and promote positive interactions.
7. Refer to the list over the next few days to reinforce positive events.
8. Variations on this discussion are numerous and can be used easily at Ranger.

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Procedure Cont.: Some examples include:

a. What makes a good friend?
b. What makes a good leader?
c. What makes a good group member?

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COMMUNITY ADVENTURE

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Animals in the City

Behavioral Goal: Students will participate in a brainstorming session exhibiting appropriate listening and watching behavior during a speaker's visit and a film.

Content Goal: Through an Oregon Humane Society speaker and film, students will increase their understanding of problems of city animals, pet care, who should own a pet and some dangers associated with animals in the city.

Materials:
projector
film "Why Dogs Bite"
Oregon Humane Society Speaker

Procedure:

1. Set behavioral expectations and introduce the speaker.
2. View film. Allow the students to ask the speaker questions.
3. Be sure to compliment the group and individual students who did a good job listening/asking questions.

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Audubon Rehabilitation Center

Behavioral Goal: Students will demonstrate appropriate behavior in an animal hospital.

Content Goal: Students will learn about bird rehabilitation.

Procedure:

1. Tour bird rehabilitation center. The tour should be designed to familarize students with the center and the different types of care provided to injured animals. Students should have the opportunity to look at the birds and discuss their specific rehabilitation program.

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Catalog Decision Making

Behavioral Goal: Students will make decisions based on personal priorities within financial limits set by an instructor.

Content Goal: By taking a fanciful shopping trip through a sales catalog with an imaginary amount of money to spend, students learn to prioritize their wants and appropriate a set amount of money to obtain those items.

Materials:

- catalogs
- paper
- pencil

Procedure:

1. Pass on a catalog, pencil and piece of paper to each student.
2. Familiarize students with the index by having them look up some specific items to find the price, colors or sizes.
3. Explain to students that they now have a camping trip to plan and one hundred dollars to spend. Have students list the names and prices of the items that they would choose to buy for the trip coming as close to $100 as possible without over spending.
4. As students begin making their choices and compiling their lists, initiate a discussion utilizing such questions as:
    a. Why would you chose that one?
    b. Is this a necessity or for fun?
    c. Why do people have different lists to go the same place?
    d. Is it easy or hard to make decisions?
5. Students may want to compile a group list based on individual's priorities.

RANGER LESSON PLAN

Curriculum Unit:	Community Adventure
Activity:	City Scavenger Hunt
Behavioral Goal:	Students will work as a group towards a common goal with a minimal amount of staff assistance.
Content Goal:	Students will practice using the bus system while traveling in Portland's city center. Students will also practice reading maps and using a phone book correctly.
Materials:	bus tickets pencils scavenger hunt list
Procedure:	1. Draw up a scavenger hunt list and make copies for each Ranger student. 2. Have students check bus schedules, addresses and phone numbers of places on the list. 3. Plan a route taking all stops into consideration. 4. Make phone calls to those places that require a phone call. 5. Assemble group, focus group on the plan, pass out bus tickets and set out on the hunt.
Considerations:	This activity may be divided between two days: one day for preparation and one day for the city trip.

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Communication Games

Behavioral Goal: Students will follow instructions and participate in a series of activities followed by a brief discussion.

Content Goal: Communications consists of three games which help students realize the problems inherent in getting a message across to other people.

Materials:
a list of words and phrases for characters
a list of moods

Procedure:

1. Charades: This well known party game involves students silently acting out words until the other students can guess the phrase being communicated. Traditionally the titles to books, movies, songs or the names of famous people are used, but phrases or subjects appropriate to Ranger can easily be substituted. Examples include: slippery sheet bend, wilderness points and grouping, griping, grasping, grouping.
2. Around the World: Students sit in a circle. One person thinks up a fairly long sentence or short story and whispers it to the next person. The story is passed around the circle until the message returns to the starting place. The last person should relate the message out loud. The miscommunications are easy to pick up as a giggles break out over the relayed wording.
3. Non Verbal Expressions: This game opens the subject of how we communicate our feelings. A list of moods or emotions is needed. Examples for the list includes: happy, angry, depressed, silly and mischevious. Students take turns picking one emotion and trying to express the mood to other members using only their face. The staff member can set the pace by acting the first expression to break the ice.

Considerations: Some of the games hold student's interest longer than other games. The key to this series of activities is to switch to a new game before the interest is lost in the previous one.

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Difference Chart/Urban Kids/Rural Kids

Behavioral Goal: Students will increase group communication skills, demonstrate open and friendly behavior when meeting with a large peer group and work with new people.

Content Goal: Students will compare life in a city with life in the country by exchanging information.

Materials:
butcher paper
tape
magic marker

Procedure:

1. Have Ranger students make a chart listing information about themselves such as size of family, kinds of pets, after-school activities, form of transportation, distance traveled to see friends and other important information. This chart should have two columns, one for Ranger students and a second column to be completed when visiting students in a rural setting.
2. After the Ranger students complete their side have students from a rural school during a Ranger field tip complete the second column.
3. After the chart is complete have a staff member direct a discussion on similarities and differences between the two communities.

Considerations: Setting behavioral expectations and cluing the Rangers in on how to help a discussion will considerably increase the fun of this activity.

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Extra Sensory Perception (ESP)

Behavioral Goal: Students will exercise their listening skills and participate in a group problem solving game by sharing their own observations.

Content Goal: Extra-Sensory Perception is a guessing game in which students use verbal clues to guess how a message is being non-verbally communicated.

Materials: two people who know "the secret"

Procedure:

1. Explain to the group that some people can communicate without using words, but rather by sending thoughts on brain waves.
2. Send one of the people who knows the secret out of the room and let the class pick an object in the room to be "transmitted."
3. Bring the outside person back to the group and have other members of the group ask him/her about different objects in the room until he/she "feels the vibes" and identifies the object.
4. Repeat the activity several times switching the two secret holders until students become frustrated or figure out the secret.

Secret: The person in the room makes sure the object asked about before the "transmitted" object is black. For example a series of questions might go: "Is it the clock?" No. "Is it the black-board." No. "Is it the windowsill?" Yes.

If the object itself is black, it must be the first object asked about.

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Humane Society Visit

Behavioral Goal: Students will use appropriate public behavior and exhibit questioning strategies to gain information on a field trip.

Content Goal: Students will learn what happened to animals when their owners no longer want them.

Materials: bread and vegetable scraps from students

Procedure:

1. Before the trip, prepare students by brainstorming questions to ask. Write the questions on the blackboard. Discuss behavioral expectations for the tour.
2. On the trip, go on the guided tour. Encourage the students to ask questions.
3. Debrief the tour by reviewing answers to questions written during the brainstorming session.

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Mini-Snow Survival

Behavioral Goal: Students will work cooperatively, increase self-awareness, and increase risk levels.

Content Goal: Students will experience the winter environment and relate it to the urban environment comparing priorities and transportation.

Materials:

survival kit
snow shoes
winter survival gear
materials, page
hypothermia lesson materials, page

Procedure:

1. The Mini-Snow Survival is actually an extremely condensed step into the winter survival curriculum. This activity is conducted in two parts: the first step is to prepare students for the adventure and and second step is to take students into a winter environment.
2. Have students compare the snow environment with that of the city. Brainstorm needs necessary for survival.
3. Discuss with students the need to know about Hypothermia (see Hypothermia lesson in winter survival).
4. Discuss suitable clothing for the snow environment. (See Clothing Station lessons in winter survival.)
5. Have each student construct a survival kit for his/her personal use on the trip. (See Survival Kits lesson in winter survival.)
6. Organize plans for the field trip to the mountains.
7. On the trip, students should spend 1/2 day practicing survival situations and 1/2 day snow shoeing.
8. On the bus ride home discuss winter and urban survival.

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Neighborhood Map

Behavioral Goal: Students will work individually to complete a task and use individual self expression to make a presentation to a peer group.

Content Goal: Students will see the differences and similarities between different neighborhoods and become aware of components which combine to form a neighborhood.

Materials:
poster paper
magic markers
pencils
straight edges

Procedure:

1. Begin the lesson by discussing about some of the "things" that are in a neighborhood such as stores, churches, houses and gas stations.
2. At the end of the discussion inform the students that each person will be working individually on a map of their neighborhood. Encourage students to draw the main streets first and then fill in the buildings, parks and other important areas. The instructor may want to diagram his/her own neighborhood on the chalkboard as an example.
3. Hand out supplies and let the fun begin.
4. After students have finished their maps have each student explain his/her neighborhood to the group. Discussion and group interactions should follow each individual presentation concentrating on what was good about each map.

RANGER LESSON PLAN

Curriculum Unit:	Community Adventure
Activity:	Situations
Behavioral Goal:	Students will work independently to solve a problem.
Content Goal:	Students will analyze question strategies in order to gain information.
Materials:	Situations created by the instructor

Procedure:

1. The purpose of this activity is to present students with the opportunity to learn how to ask questions.
2. Develop some situations before the lesson such as the following:

   A man and his son were in a car accident. The man was killed and his son badly hurt. The boy was taken to the hospital where the doctor said, "I can't work on this boy, he's my son." How can that be??

   Solution: The doctor is his mother!
3. Read a situation to the group. Ask the group to solve the riddle by asking questions. Ask students to try and obtain as much information as possible asking the fewest number of questions.
4. After the riddle has been solved the instructor should analyze questioning strategies employed. Through practice, students in the group will be able to define their questioning skills.

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Telephone Telegame

Behavioral Goal: Students will follow instructions and work independently to gather information.

Content Goal: Students will become familiar with the uses of the phone book and practice looking up specific information.

Materials:
phone books
paper
pencils
list of people and places to look up

Procedure:

1. Briefly explain the different sections of the phone book as students leaf through sections including the yellow pages, call guide, consumer information guide and the white pages.
2. Begin the lesson by having students look up specific names/businesses and progress to more abstract ideas such as how to get a particular product or service.
3. If groups can be evenly split as to "alphabetical abilities" a competition can be held in which the groups race to look up five items. Students lacking the skills necessary to use an index can be placed in charge of recording information or finding new items for the group to look up.

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Teletrainer/Telephone Survival Cards

Behavioral Goal: Students will listen to instructions and take turns practicing making telephone calls.

Content Goal: Students will learn how to use the telephone properly and courteously.

Materials:

- teletrainer
- situation cards
- paper
- phone books
- pencils

Procedure:

1. The Teletrainer is a fun device which can be obtained through the district media center or the phone company. It consists of two telephones connected to a center switch board which controls phone rings, busy signals and dial tones to simulate a phone call. Students are given situation cards and phone books to practice information collecting. Some students may want to make up situations. Throughout the activity stress should be placed on the fact that telephones are not toys.
2. Explain procedures for using a telephone including identifying yourself, stating your questions and thanking the speaker for their help before closing.
3. Give each student their first situation survival card. The situation should be made up before the lesson and cover situations likely to happen to the students. Some examples are:
    a. You are the only one at home when your brother eats some toilet bowl cleanser. Call the doctor to find out what to do. Find out directions to the hospital.
    b. Someone is breaking into your house. Call the police and give them directions to your home.
    c. You are looking for an after school job. Call two places which might have work.
    d. Your dog has been coughing for two days. Who do you call? Set up an appointment for your pet.
4. Have students practice making necessary calls with a staff member or student (who has been briefed on the situation) on the other phone. Make sure that

RANGER LESSON PLAN

Procedure Cont.: each student gets a chance to make at least one successful call!

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Urban Field Trips

Behavioral Goal: Students will work in teams planning the trip, organizing transportation and contacting businesses.

Content Goal: Students will learn to use effective techniques of communication and increase their skill level using the mass transit system.

Materials:

- bus schedules
- maps
- telephone
- bus tickets

Procedure:

1. This is a two part lesson. The first session involves the planning of a day trip. The second session involves carrying out the plan.
2. The instructor should begin the lesson by brainstorming points of interest to visit in the city.
3. Help the students organize a field trip plan for the day trip to selected points of interest. Students should consider:
    a. time schedules
    b. contacting places to visit
    c. bus schedules
    d. writing a detailed itinerary

    Options for rainy and non-rainy days should be planned.
4. Have the students do as much of the planning as possible. Assist students only when they need direction. Place students in charge of scheduling, contacting places, and writing the itinerary.
5. The next session, meet as a group and review the plan. Discuss appropriate behavior for the trip.
6. When everyone is satisfied that everything has been covered, take off and follow the plan!

RANGER LESSON PLAN

Curriculum Unit: Community Adventure

Activity: Whitaker Living Lab Visit

Behavioral Goal: Students will listen to knowledgeable peers explain the care and handling of certain animals. Ranger students will demonstrate their understanding of the discussion by handling some of the snakes, hamsters and guinea pigs.

Content Goal: Whitaker living lab has the unique attraction of being explained to students by students their own age. Seeing other students handle the snakes and speak intelligently on the habits and needs of various animals creates an instant respect and desire to learn more about the animals.

Materials: lab animals

Procedure:

1. Before the trip, set behavioral expectations.
2. When the group arrives at the lab, introduce the person in charge. The rest of the program is handled by lab staff and students although some supervision is needed when Rangers begin handling the animals.
3. Debrief the experience by sharing feelings about holding the different animals.

ENERGY, FOOD AND RECYCLING

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Chemical Feast

Behavioral Goal: Students will demonstrate appropriate classroom behavior, quietly observe film and participate in discussion. Students may become nauseated.

Content Goal: Students will gain awareness of the number of chemicals, preservatives, and artificial flavorings contained in our foods.

Materials:

Boston cream pie
pie box with ingredients noted
film
eating utensils
blackboard
movie projector
screen

Procedure:

1. Inform students they will be watching a film entitled "Chemical Feast." As a special treat students will eat a piece of Boston Cream Pie during film. Allow students to open, unpackage and serve pie.
2. Ask students to wait until everyone is served. When all are served begin film. Give only the films title, do not elaborate.
3. Watch film and eat pie. Chemical Feast, a humorous satire, stars a rolly poly chef "making" a Boston Cream Pie. He uses all the ingredients found in a store bought frozen pie, and does a superb job of contrasting the contents of this pie with mom's homemade pie. The film readily communicates an alarmingly concern for the number of chemicals, preservatives, and artificial flavorings contained in foods we consume. Students will quickly catch this theme, and realize the "special treat" was a trick.
4. After film have students read list of ingredients from package of their pie. Count number of preservatives and chemicals. Generate discussion on pros and cons of artificial ingredients. Are these ingredients harmful? What's the nutritional value? Do we eat a lot of foods with these ingredients?
5. Clean-up utensils.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Energy Bingo

Behavioral Goal: Students will work independently to complete a task.

Content Goal: To apply concepts and definitions about energy to a Bingo game.

Materials: Bingo game
energy word list
a creative imagination

Procedure:

1. This activity relies on the use of a Bingo game which has twelve possible numbers. Our game used dice, hence the twelve terms.
2. Pass out Bingo cards to the students.
3. Write down the list of energy terms on the board.
4. Explain and discuss each term with the group. Use creative ways to introduce the energy sources.
5. When the dice are rolled a number and a letter will show. Tell the students the letter. The instructor should look at the number and then give a clue, definition, or charade of the term on the energy list. For example, if the dice were rolled and came up b-6. The instructor would say, B - a natural resource from which gasoline is made. The students would then see that the number would be six, and mark it down on their Bingo board.
6. The game goes on until one member gets a "Bingo." Depending on the amount of time available the game may be terminated or prolonged.
7. This activity is a fun way to learn more about energy types.

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Energy Bingo List

1. Solar
2. Wind
3. Natural Resource
4. Renewable
5. Geothermal
6. Oil
7. Natural Gas
8. Nuclear
9. Water
10. Turbines
11. Dam
12. Coal

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Electricity Check Meter

Behavioral Goal: Students will follow directions, demonstrate careful use of expensive equipment and participate in group decision making.

Content Goal: Students will learn that appliances with heating elements use more electricity than those without.

Materials:

electric appliances
toaster
radio
blender
light
knife
tooth brush
sun lamp
fan
electricity check meter

Procedure:

1. Complete electricity usage activity.
2. Introduce check meter, what it does and how it works.
3. Discuss appliances. Have students explain the specific function of electricity for each appliance. For example, in an electric toothbrush electricity runs the motor that moves the brush. In an electric clock electricity runs the mechanism that moves the arms. These explanations help demonstrate the quantity of electrical work required by each appliance.
4. Divide students into teams. Instruct teams to rank appliances by expected energy use. Ask students to develop rational for their rankings. List each teams ranking on board
5. Test each appliance. Note amounts of electricity used on board.
6. Compare actual ranking of appliances with teams anticipated ranking of appliances. Discuss differences. Note relative consumption of appliances with heating elements.

Considerations: The check meter is courtesy of Pacific Power and Light. Read comments under considerations in the electricity usage activity.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Electricity Usage

Behavioral Goal: Students will participate in discussion and take part in group decision making.

Content Goal: Students will realize the number of electrical appliances in our homes, recognize the relative necessity of each, and develop methods for energy conservation.

Materials:
blackboard
paper
chalk
pencils

Procedure:

1. Have individuals or small groups prepare list of all electric appliances in their home(s). Have students sit at tables in groups of six or seven. Have each student contribute an electric appliance found in their home. Continue until list is completed.
2. Count the total number of appliances. Make composite list on board.
3. Ask students to contemplate the necessity of each appliance. Could you live without it? Could you find a non-electric substitute? What appliances would you readily agree to not use?
4. Have group classify all appliances into one of three groups: necessary, useful but not necessary and unnecessary.
5. Compare number of appliances in each classification. Discuss ideas for conserving energy. Have each student mention one way they could help.

Considerations: This is the first of a two part sequence on electrical appliances. The second activity, electricity check meter, measures the actual amounts of electricity used by each appliance. The two lessons compliment each other well.

RANGER LESSON PLAN

Procedure Cont.: 7. Debrief the activity by discussing how much energy, represented by water, is lost at each step of the food chain.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Energy Relay

Behavioral Goal: Students will work as a group towards a common goal, deal with frustration levels, and refine problem solving skills.

Content Goal: To show by example the loss of energy from one trophic level to the next.

Materials:

five #10 cans with holes
pond or stream
open area for race

Procedure:

1. Label the 5 #10 cans as follows:
    a. Producer - green plants
    b. First order carnivore - minnow
    c. Second order carnivore - trout
    d. Top carnivore - man

   The stream or pond represents the available energy from the sun.
2. Line up students along the course with approximately ten yards between students. The green plants can should start at the stream.
3. The object of the event is to fill the can marked man. This is accomplished by the green plants can filling at the stream, which then takes its water to the minnow, which transfers to the trout, which finally goes to man. At each stage, water is running out the holes in the bottom of the can. The can marked man should have no holes.
4. Challenge the group to see how far they can fill the can in a certain amount of time.
5. The cans should not be so riddled with holes that the students are not able to get any water into the can marked hawk, yet it should be made difficult for them to fill this can. To accomplish this, staff can put holes in the sides of the hawk can, making it difficult to fill or keep full.
6. A system of passing cans so that all members of the group are involved should be figured out in advance by staff members. More than one person can be at a station and exchange cans, or make two groups.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Energy Simulator

Behavioral Goal: Students will participate in a group discussion, listen to instructions and explanations, and be able to offer constructive ideas to solve a computer problem.

Content Goal: Through manipulating variables on a computer, students discover which energy resources are most easily drained, how the population growth rate affects these resources, measures to reduce energy consumption, and ways to avoid energy crises while not damaging the environment. The energy simulator carries with it the fascination of pitting human intelligence against a machine and the mystery of predicting the future.

Materials:
energy simulator
chalk board
chalk

Procedure:

1. Before attempting this activity with students, schedule a time for the staff to familiarize themselves with the simulator and its workings.
2. Before beginning on the simulator introduce the students to its layout by diagramming the basic parts on the chalk board. The following terms should be explained.

   ENERGY RESOURCES: Where we get our energy. Game represents world-wide supplies.

   a. Coal, Oil and Natural Gas: these are our fossil fuels, and they supply us with 95% of our energy today. Animals and plants that lived millions of years ago were compressed inside the earth to form these. We can either burn these directly for chemical use (i.e., car) or generate electricity from them.

   b. Hydroelectric: this is how electricity is generated in the Northwest. The power of falling water in rivers is used to power turbines.

   c. Nuclear Fission: electricity generated, as in the Trojan Nuclear Plant. A nuclear reaction produces a lot of heat, which powers a turbine. Left-over products of nuclear fission are very radioactive. What does that mean?

d. Future Technology: no energy is supplied from this source today, but this represents future possibilities, such as solar, wind, geothermal, nuclear fusion.

ENERGY USES: Represents the United States demand in the following areas:

a. Industrial
   - a. Metals: a great deal of heat is needed to take iron ore and/or aluminum ore and mold it into metal shapes. Make a list of metal products you use daily.
   - b. Research and Development: before future energy technology is used, energy is needed to develop them, i.e., building wind generators.
   - c. Construction: is there a new house being built in your neighborhood? Look and listen to all the energy-using machines.
   - d. Chemical Industry: taking our fossil fuels and making them into plastics, and other man-made or synthetic materials. Discuss some of these products you find at school, in your clothes, at home.

b. Transportation: people and goods are moved day and night by the following vehicles:

   - a. Trucks and Buses
   - b. Trains
   - c. Automobiles
   - d. Airplanes

c. Household-Commercial: energy being used in our homes, schools, shopping centers and office buildings, can be divided as follows:

   - a. Heating
   - b. Lighting
   - c. Air Conditioning
   - d. Appliances

d. Agriculture: energy needed to produce food.

   - a. Fertilizing: most fertilizer is made from natural gas
   - b. Cultivation: running farm machinery such as plows, tractors, combines, irrigation equipment--all needs energy to run

   c. Research and Development: on the same amount of land, the amount of food increases, partially due to the development of plants that are healthier, grow faster, and have higher yields per acre.
   d. Processing: the process of taking the food from the farmer to you takes energy i.e., wheat becomes flour, which is made into bread, which is wrapped in plastic, which is shipped to the stores where you buy it.

3. When students are familiar with the terms, bring out the simulator and set up a problem. A good first problem is to set all the dials to a medium position, set the population control on increase and let the students brainstorm ways to solve the energy crises as they occur. The instructor may need to occasionally focus the group attention on the personal energy level read out and explain the correlation between the number and people's life styles. In fact the leader frequently needs to relate the blinking lights and dropping resource levels to our current problems as the students tend to get lost in the game and forget what they are actually simulating.

4. When students have a good feel for the computer the instructor may want to attach the five separate units, divide the group into simulated "countries" and let them solve the energy problem focusing on group cooperation and communication.

5. End with a short debriefing to share feelings on how easy or hard it is to solve the world's energy problems and what factors are needed to avoid major crises.

The simulator may be obtained from: Sarah Asby
OMSI Energy Center
4015 SW Canyon Road 97221

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Energy "Who Am I"

Behavioral Goal: Students work independently towards a common goal, and develop a constructive questioning strategy.

Content Goal: To acquaint students with other forms of energy.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Feed the Seed

Behavioral Goal: Students will follow instructions to accomplish a given task and discuss a subject as a group using appropriate behavior.

Content Goal: Students will plant seeds and specifically alter their growing environment to see differences.

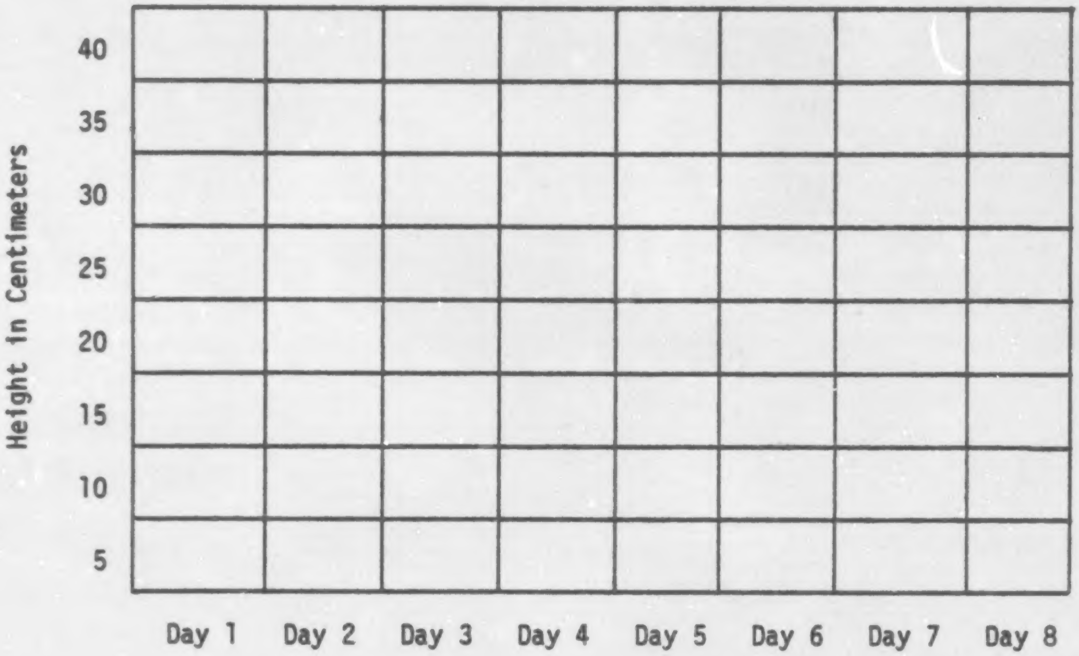
Materials:
milk cartons
mung bean seeds
butcher paper
soil
felt tip pens

Procedure:

1. Discuss plants in relation to collecting and storing energy from the sun, in different needs of different plants, and in factors which affect growing abilities.
2. Have each student pick one way they will affect the growth of a plant and decide how they can cause this affect, for example: drought could be simulated by not watering a plant, overcrowding by planting too many seeds, and fertilization by planting a seed in manure. The teacher or one student may want to plant a control plant for comparison.
3. Each student should cut the top off a milk carton and fill the carton with soil to make a planter.
4. Plant a bean seed and water it slightly.
5. Make the following wall chart and record the beans' growth in centimeters using different colored felt tips for each plant. Begin charting when the first plant appears above the soil.

RANGER LESSON PLAN

Feed the Seed Chart



RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Food Buying

Behavioral Goal: Students will read a shopping list and work in teams to purchase food.

Content Goal: Students will learn to read a shopping list, select items from the grocery store shelves, and follow through in their purchasing.

Materials: shopping list with quantities for the overnight

Procedure:

1. Group students into small groups. This does not necessarily need to include all the Rangers but may be a select group to go with one staff member.
2. Divide shopping list so that each group has specific items to locate.
3. Relate the instructions so that students should come as close to the needed amount of food, with the least amount of expenses. The staff person can make spot checks on each group to be sure they understand the unit pricing technique.
4. The winner is either the group which finishes first or, in the case of each group doing the entire list, the group with the lowest total price.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Food Dryer

Behavioral Goal: Students will follow directions, work as a group, share materials, and work safely with sharp tools.

Content Goal: Students will learn reasons and techniques for drying food.

Materials:
food dryer
dull paring knives
fruit
vegetables

Procedure:

1. Discuss pioneer and indian methods for preserving foods. Mention drying food in sun, smoking fish and meats, making pemican and salting meats. Ask students to imagine preserving foods without using electricity. How would they do it?
2. Introduce food dryer, how it works and what it does.
3. Discuss reasons for drying food. Mention use on camping trips, preserving seasonal foods for year round consumption, and saving food that would otherwise go uneaten and spoil.
4. Pass out fruit and knives. Cut fruit and vegetable into 1/8" thick slices.
5. Spread on screens and begin to dry.
6. Rotate people so all work with the drying screen.
7. Dry food overnight, save for student field trip.
8. Clean-up.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Insulating Ice Cubes

Behavioral Goal: Students will follow directions and work independently.

Content Goal: Students will become acquainted with insulation materials and construct well insulated model.

Materials:

shoe boxes
sand
newspapers
styrofoam chips
paper cups
ice cubes
plastic bags

Procedure:

1. Introduce the activity. Lead brief discussion on principles of insulation. Give examples: house, refrigerator, freezer.
2. Introduce various materials used in insulating houses. Include libergrass, newspaper, visqueen.
3. Explain that students will now have an opportunity to be a professional architect. They will be given a list of supplies from which they can design a house. In the center of each house they will put a paper cup containing an ice cube. A contest will be held to see which house best keeps the ice cube from melting.
4. Provide students with materials. Use a shoe box for the house, and note that the design is limited to placement of insulating materials around the paper cup.
5. When all students have completed house construction give them one large ice cube, and instruct them to place it in the cup. Leave houses for 15-20 minutes.
6. Return and check size of ice cubes. The ice cube that has melted the least determines the winner.
7. Lead summary discussion. Note features of best insulating house.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Introduction to Bonneville Field Trip

Behavioral Goal: Students will work in pairs, share knowledge and participate in discussion.

Content Goal: Students will gain background information for Bonneville Dam field trip.

Materials: state highway maps

Procedure:

1. Introduce Bonneville Field Trip. Give brief itinerary. Mention destination, stopping points and activities.
2. Divide students into pairs, and distribute state highway maps. Have students map the trip. Refer to Map the Trip lesson under Oregon Ecology and Geology.
3. "Generate" discussion on dams and hydroelectric power. Include affects of dam on river. Note fish migration, water temperature, channel downgrading and reservoir situation. Note presence of other dams.

RANGER LESSON PLAN

Curriculum Unit:	Energy, Food and Recycling
Activity:	Label Game
Behavioral Goal:	Students will listen to and follow instructions as well as take turns playing a board game.
Content Goal:	This board game teaches students to read food labels for nutritional values. By reading many different labels they will become aware of the differences in the ingredients and food values of different foods. Students can even help collect the labels by planning ahead of when they are needed.
Materials:	labels containing nutritional ingredients from various cans and boxes tagboard game sheet spinner
Procedure:	1. Give each student a label to look at and explain the various nutritional information on the labels. 2. Explain rules of the game such as: When landing on a DRAW space draw a label out of the box and move the number of spaces indicated on the board by the label: on a grams protein square move ahead the number of grams of protein your label gives for that food product. Once you have moved on a DRAW square your turn is over. 3. The winner is the person whose marker reaches the last space first.

RANGER LESSON PLAN

Construction: The following is an example of a game board and various spaces on it. With a creative mind and a few felt tips a new board can be easily constructed.

1. You try hard not to eat too much sugar.
   Move ahead 2.
2. Sodium benzoate preserved your ice cream.
   Go back 3.
3. DRAW Go Ahead U.S. R.D.A. Iron

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: OBIS Food Chain Game

Behavioral Goal: Students will follow instructions to solve problems as a group.

Content Goal: Students will role play parts of the food chain and decide as a group how to limit their numbers so that each species survives. They will cover concepts such as the interdependence of species, population control, and survival of the fittest.

Materials:

- popcorn
- cloth arm bands (3 colors)
- plastic baggies
- whistle
- tape
- marking board
- marker

Procedure:

1. Review the definition of a food chain.
2. Have students think of a food chain with one plant and three animal links and write their decision on a large sheet of paper as follows:

0	Year 1	Year 2	Year 3
Desert Rat Snake Roadrunner			

3. Give each student a baggie with a tape mark one inch from the bottom and have one or two students sprinkle popcorn over an area of ground.
4. Divide students into the three animal groups of the food chain with each group wearing a different colored arm band. Write the number of students in each group on the chart with an arrow to show how many animals survived the year.
5. Explain the beginning rules as follows:
   a. The object of the game is to fill your stomach (baggie) with popcorn (food) before

the end of the year (when the whistle blows).

b. Only the rabbits (herbivores) may collect popcorn from the ground, the snakes (first order carnivores) must tag the rabbits, who then must empty their popcorn into the snake's stomach. The roadrunners (second order carnivores) do the same to the snakes. When an animal is eaten (tagged) they must return to base.

6. At the end of each year (about 3 to 5 minutes), count the students from each animal group who have their bag filled to the one inch tape mark. Write that number on the chart after the arrow (16 4). Students who did not get enough popcorn "starved."

7. Explain that at least two animals from each group must survive for the species to continue. Each species must survive for the whole chain to continue so new rules are now made to allow the whole group to survive. The new rules should have an actual relation to the natural world as in the following examples:

new rule	relation to natural world
primary consumers get a head start	different feeding times
primary consumers get a base	shelter and camouflage

8. Continue playing rounds and having students make up new rules until all species survive or time runs out.

OBIS Credit: Outdoor Biology Instructional Strategies
Lawrence Hall of Science
University of California
Berkeley, California

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Paper Recycling

Behavioral Goal: Students will follow instructions to complete a task by working independently in small groups.

Content Goal: Recycling paper shows students an alternative to the "throw away" ethic by teaching them one way to reuse paper.

Materials:

newspaper
bucket
screen for drying
colored paper
electrical blender
paper towels

Procedure:

1. Break into small groups of not more than four.
2. Spend time shredding newspaper into a bucket. The smaller the pieces the better they will mix.
3. Add a piece of colored paper or construction paper for a color.
4. Cover shredded pieces with water.
5. Blend a small amount in a blender until mixture is a homogeneous mass of pulp. Newspaper can be let to stand in water for several weeks in lieu of using a blender. Just stir once in a while to make sure fibers are breaking down.
6. Spread in as thin a layer as possible on a screen to let water drip out.
7. Flip onto a paper towel (which can later by used or recycled) and let dry on a flat surface. Cloth towels which can be washed are an alternative to paper towels but the recycled paper will have the surface texture of whatever it dries on. Perfume may be added for scented paper or leaves and flowers may be pressed in for decoration.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Recycling Center

Behavioral Goal: Students will raise their environmental consciousness, participate in the management of a small recycling center, and demonstrate appropriate field trip behavior.

Content Goal: To recycle materials used in Project Ranger and from home.

Materials:
containers for recycled materials
local recycling center
materials to recycle

Procedure:

1. One way to introduce recycling is to show students how energy inefficient most packaging is. Find out how much energy is required to produce a bottle versus recycling it. Find out how much newspaper can be recycled.
2. Once students can see a need for recycling they are generally very enthusiastic about trying their own project.
3. What items can be recycled in your community? Make bins for each of these items and find out what regulations there are about recycling them.
4. Encourage students to bring items from home, and have each student recycle his/her lunch materials.
5. Show each student how to separate papers, plastic, and cans, into the respective containers. Have one container set aside for non-recyclable materials.
6. Check on the amount of non-recyclable material generated and discuss this with the group. Can they reduce the amount of waste? What things could each student do to reduce the waste?
7. At the end of the term, gather up all the material and take it to the local recycling center. Students may help process materials and get s short tour of the recycling center.
8. Encourage students to recycle at home, or possibly start a project at school.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Recycled Toys/Turtle Racers

Behavioral Goal: Students will follow directions as self directed individuals, share limited supplies and tools and learn to deal with competition in a positive manner.

Content Goal: By creating a toy from materials which are normally thrown away students learn alternatives to the "throw away" ethic, feel a sense of accomplishment at their own ability, and have a good time.

Materials:

cardboard
string
pencils
scissors
crayons

Procedure:

1. Have students draw and decorate a turtle on a piece of cardboard about 10 or 12 inches high. Be sure the back legs are longer than the body, tail, and trail behind the turtle.
2. Cut out the turtle and run a string through a hole on the upper side of the body in the center.
3. Tie one end of the string to a chair or table at about 15" high.
4. Move the turtles along by jerking the string gently.
5. To hold a race make marking tape or chalk lines on the floor and tie strings in a line. The winner reaches the tape first. If students become discouraged with a slow turtle a "slowest" race might be instigated after discussing frustration levels and how to cope with such feelings.

For more ideas on toys from recycled materials, see Steve Caney's:

Toy Book
Workman Publishing Company
New York City

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Stonesoup Theater

Behavioral Goal: Students will watch and listen to an educational theater production.

Content Goal: Through this particular play students learn nutritional alternatives in an exciting way. Any play, however, relating to energy, food, or recycling can be substituted.

Materials: A willing suspension of disbelief.

Procedure:

1. Give students a short introduction to the play and set expectations for behavior during the performance.
2. See the play.
3. Let students share their opinions of the performance. Some prompting questions might include:
    a. Who was your favorite character and why?
    b. What was the message of the play?
    c. What did the players have to do to make the play work besides just act?

For further information contact:
Stonesoup Theater
John Stapp
4919 NE 17th
Portland, Oregon 97211

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Tera I

Behavioral Goal: Students will demonstrate appropriate public behavior.

Content Goal: To see an excellent model of alternative uses of energy and new applications.

Materials: Tera I

Procedure:

1. Tera I is a home designed to collect, conserve, and reduce the use of energy normally used in a home. It is not only a demonstration home, but is also involved in a testing program.
2. Oregon Museum of Science and Industry sponsors tours through the house to explain its many features.
3. Students enjoy seeing how some of the concepts they have learned can be applied.
4. The tour of the house is usually combined with the insulating ice cubes activity.

Considerations: Tours to Tera I fill up quickly. Don't wait too long till deciding to go.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: "Toast"

Behavioral Goal: Students will participate in a discussion and show behavior appropriate to viewing a film.

Content Goal: Students will be able to identify the energy sources needed to produce one slice of bread, turn it into toast and then haul it to the dump when it is burned.

Materials:
film "Toast"
projector
chalkboard
chalk

Procedure:

1. Introduce the film by explaining that there are many forms of energy behind a single piece of toast and that the students should count as many as they can.
2. Show "Toast."
3. Make a list of all the forms of energy used to produce the toast and carry it to the dump.
4. Debrief with questions including:
    a. How did you feel when the lady threw the toast away?
    b. What foods use more energy to produce? Less energy?
    c. How could energy be saved in making bread?

Credit: Toast Published by Bullfrog Films, Inc., Oley, Pennsylvania 19547 (215) 779-8226.

RANGER LESSON PLAN

Curriculum Unit: Energy, Food and Recycling

Activity: Unit Pricing Game

Behavioral Goal: Students will work as teams to complete a given task.

Content Goal: The unit pricing game precedes a food buying trip. This will help students to understand and utilize the information on the shelves at a grocery store.

Materials:
- paper
- pencils
- charts of unit price labels

Procedure:

1. To do this activity the instructor must first visit the local grocery store and prepare a chart which duplicates a unit pricing sticker.
2. Explain to students what each section of the chart means.
3. In groups of 2 or 3 have students makeup their own sticker filling in all information except the unit price.
4. Explain how to figure unit price and have each team figure their unit price. If all teams choose the same type of item and units they can then compare prices to find out whose brand is a better buy.

OREGON COAST CURRICULUM

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Arrowheads

Behavioral Goal: Students will work independently on a project, and carry it to completion.

Content Goal: To make an arrowhead point out of obsidian.

Materials:

obsidian
chippers
safety glasses
old sock or washcloth

Procedure:

1. Arrowhead making is an individual project which requires supervision with an eye towards safety.
2. Gather the obsidian and other raw materials necessary to construct chippers; see the work projects section.
3. Using safety goggles to protect the eyes, and an old sock or washcloth to protect the hand, take a flake of obsidian and hold it with the sock so that only one edge protrudes.
4. Bring the tip of the copper point to the outside edge of the obsidian flake. With constant downward pressure and a slight turning motion, a small chip should come off the flake.
5. The motion is slow and downward. Hitting the flake with the chipper only damages the chipper.
6. Repeat the chipping process until the flake takes the desired shape of an arrowhead. This takes some time and can be very frustrating to students.
7. Be sure to watch for students who take off goggles, remove the sock, or hammer on their obsidian. Keep a handy supply of band-aids. Remember that obsidian is volcanic glass.
8. With some practice students can complete an arrowhead in about 1 1/2 hours.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Currents/Tides

Behavioral Goal: Students will develop cooperation, sharing, and leadership abilities.

Content Goal: Students will gain an understanding of ocean currents, tides, and tide tables.

Materials:
- large map of Pacific Ocean
- tide tables
- tide table questions

Procedure:

1. Exhibit map of Pacific Ocean. Point out major ocean currents. Note location and discuss seasonal movement of California and Alaskan currents. Mention seasonal changes in water temperature along the Oregon coast.
2. Introduce tides. Include discussion of different kinds of tides, effects of moon, and semi-diurnal patterns.
3. Introduce tide tables. Provide instruction and practice in using tide tables.
4. Explain tide table game:
    a. divide into small groups
    b. read question aloud (see list of questions, page 217)
    c. group looks for response
    d. group sends designated person to board to write response. Correct answer earns a point
    e. team with most points wins
5. Summary discussion. Review content material and debrief group interaction.

Considerations: Select questions in order of increasing difficulty.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Forest Ecology/Tillamook Burn

Behavioral Goal: Students will follow directions, listen attentively and demonstrate appropriate public behavior.

Content Goal: Students will acquaint themselves with the Tillamook Burn.

Materials:
state highway map
Tillamook Burn Film
movie projector
movie screen

Procedure:

1. Introduce the Tillamook Burn Film. Show film.
2. Level a brief discussion. Find location of burn with highway map, and note proximity to coast field trip route. Solicit students comments on film.
3. Visit Western Forestry Center. There are three exhibits pertinent to this activity. Provide students with worksheet to help focus on exhibits.
   a. note displays on logging procedures and equipment
   b. observe simulated Tillamook Burn display
   c. play with Forest Fire Fighting Game. Students act as fire boss.

Considerations: The lesson contains two activities, the film and the Western Forestry Center. The two activities compliment other well, but could also be presented individually. Make prior arrangements for visiting the Western Forestry Center.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Introduction to Potlach

Behavioral Goal: Students will listen to an explanation and watch a film to become familiar with the term Potlach.

Content Goal: At the end of the introduction students should have an idea of what a Potlach includes, why they were held, and what they will need to prepare for the Ranger Potlach.

Materials: film "The Last Salmon Feast of the Celilo Indians"
projector
resource books

Procedure:

1. Explain that a Potlach was a large party held by the Northwestern Indians for several purposes including:
    a. to redefine boundaries
    b. to show off their tribal wealth
    c. to stay in communication with other tribes
    The focal point of the Potlach was the giving of elaborate presents to display a chief's wealth.
2. Show the film.
3. Review the film and answer questions.
4. Spend time looking through the resource books to decide on gifts to be made by the group. Discuss materials used and the functions of different crafts.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Jewelry

Behavioral Goal: Students will demonstrate individual creativity and initiative to create a piece of jewelry.

Content Goal: To prepare students for the Potlatch and use a skill employed by Northwest coastal Indians.

Materials:
string
cloth
glue
feathers
needles
thread
knives
leathers
shells
rocks
sticks
waxed linen cords

Procedure:

1. Students will be making gifts to give to other students at the Potlatch. One possibility includes making simple jewelry.
2. Have the students decide on a piece of jewelry by looking through books of Northwest coastal Indian crafts, or have several jewelry pieces on display.
3. Some possibilities might include; necklaces, headbands and bracelets.
4. With the available materials, construct the jewelry pieces.
5. Basic macrame works extremely well to get students started. Students will need individual help throughout this activity.
6. A good resource is: The Golden Guide
   North American Indian Arts
   Andrew Hunter Whiteford, 1973

RANGER LESSON PLAN

Curriculum Unit: The Oregon Coast

Activity: Meet a Tree

Behavioral Goal: Students will work cooperatively as one member of a team, gain self-awareness, and follow complex directions.

Content Goal: Use senses other than visual to correctly identify a specific tree.

Materials: paper sack blindfolds

Procedure:

1. Group the students into teams of two. Pass out the paper sack blindfolds to each team. In each time one member must wear the blindfold, while the other member becomes the guide.
2. Ask the guide to help his partner put on his blindfold, then choose any tree in the near vicinity to lead his partner to. He must make sure that he leads him by a circuitous route so that the direction of the tree remains a secret.
3. After being led to the tree, the blindfolded partner is instructed to "get to know" his tree by any means he might choose. He may wish to "look" for bumps, holes, branches, scars, feel the texture or whatever.
4. When he thinks that he knows his tree well enough to identify it again, he is led away from the tree and back to a central location.
5. The guide then turns him around in a circle three times and removes the blindfold.
6. He must then find the tree using his sightless observations as clues.
7. The blindfolded member and the guide then switch places and repeat the activity.

Developed for: McGowen Forest Study Area

By: Lane County IED
Environmental Education Dept.
1200 Highway 99N
Eugene, Oregon 97402

RANGER LESSON PLAN

Considerations: Writing and diagramming on the blackboard is not the only means of presenting this activity. For groups with tendencies towards inappropriate behavior and extra curricular railing, one can sit at the table with the students and write on a large sheet of paper with pencil or felt pen. The proximity of the staff member often quiets the group and draws ever curious students around the instructor as they speculate on words being written. This classroom technique can be used in many of the Ranger activities.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Plant Identification

Behavioral Goal: Students will work in pairs, follow directions, demonstrate appropriate outdoor behavior and develop rational for decisions.

Content Goal: Students will learn identifying features of local trees and shrubs and develop a dichotomous identification key.

Materials: common native trees shrubs and ferns

Procedure:

1. This activity works best in the outdoors. Use trees in their natural setting. The activity can also be undertaken in the classroom using cut specimens.
2. Prepare group for hike in the woods. Explain expected behavior.
3. Name plant, note characteristic features. Include anecdotal information that will help students remember features. Identify a dozen or so plants. Continually review and reidentify plants. Gage questions to allow high success rates with students.
4. Divide students into small groups. Give each group a list of specimens to collect. Discuss concern for overcollecting. Instruct students to collect smallest identifiable specimens possible. Group with smallest samples earns prize. Collect specimens.
5. Regroup and discuss collected specimens. Award prize to group with most correct collection.
6. Explain use and purpose of dichotomous plant keys. Have students retain specimens and return to small groups. Have students place their group's specimens in a single pile. Instruct students to divide pile into two piles on the basis of a single important characteristic, i.e. coniferous and non-coniferous trees. Have students show two piles and explain rational for differentiation. Have students break the two piles into 4 piles on basis of a second characteristic.

i.e. coniferous trees	with needles in bunches without needles in bunches
non-coniferous trees	without stickers with stickers

Give instructions to continue with subsequent pile divisions until each pile reaches a natural grouping.

7. Have groups compare keys and exchange rationals for each division
8. Summary discussion. Review content and debrief group interaction. Offer elaborate praise to those who earned it.

Considerations: This is a lengthy activity, and can easily be divided into two sessions: plant identification and plant identification review with development of a dichotomous key.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Potlach Preparation/Cedar Boxes

Behavioral Goal: Students will follow instructions and work independently to complete a project.

Content Goal: Students will learn a skill based on the work of the Northwest coastal Indians using inexpensive and available materials. They will create a finished product in a limited time to be given away at the Potlach.

Materials:

- old cedar shingles
- drill
- paint
- paint brushes
- masking tape
- twine
- hand saw
- pencils
- resource books

Procedure:

1. Select a sturdy shingle and saw it to the size wanted for the bottom of the box.
2. Mark and saw four other shingles to the length of the four sides. Warn students before hand that shingles split easily and not to worry, but find another shingle and start again.
3. Drill six holes along the edge of each side piece making sure the students have the wood grain running sideways.
4. Drill a hole in each corner of the bottom piece. The pieces should now look like picture #1.
5. Cut a piece of twine six times as long as the height of the box and put a piece of tape around the end for a point.
6. Thread twine through the top holes of two side pieces and tie a knot on the inside. Continue lacing down the side so that the outside lace runs horizontal to the bottom and the inside lace makes a diagonal line as in picture #2.
7. When the sides are laced run the loose ends at the bottom through the four corner holes in the bottom piece and tie two together with a square knot as in picture #3. Cut off extra string.
8. Paint the sides of the box with designs typical of Northwest coastal Indians as found in resource books.

RANGER LESSON PLAN

Considerations Cont.: This project involves more exacting work than many of the Rangers have encountered and may frustrate some students. By taking each step slowly and allowing enough time for mistakes most students will finish. Have a cedar box constructed by a teacher available for example.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Potlach Preparation/Indian Scavenger Hunt

Behavioral Goal: Students will demonstrate appropriate behavior in a public museum and complete a task in a small group.

Content Goal: Both Portland Art Museum and the Oregon Historical Society have Indian displays from which students can get a detailed book at Indian crafts, dwellings and artifacts. The Art Museum should be notified ahead of time but the Historical Society is fairly flexible.

Materials: scavenger hunt list pencils

Procedure:

1. Prepare a scavenger hunt list of questions for students to answer on their field trip. This will have to be done ahead of time by a staff member and duplicated.
2. Before leaving the bus have the students set their own behavioral goals as a group and explain the consequences of not following them.
3. If staff is available let half the group work in the art museum and the other half in the historical society for a given length of time and then switch.
4. Total up each team's correct answers and announce the results at the Potlach. The scavenger hunt list can also be included in students' notebooks.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Ranger Notebooks

Behavioral Goal: Students will display long term organization and short term direction following skills to complete a project.

Content Goal: This project can include any material created by the student during the Ranger term. Specific to the coast curriculum would be tide pool identification charts, a journal of the coast trip, sand and bird classification sheets and background on Indian crafts, legends, or words.

Materials:

manila folders
felt tips
pencils
paper

Procedure:

1. Explain to students that they are going to get the chance to decorate a book cover and that they need to think of a title for their book and an appropriate picture. Give them an idea of some things to be included in the book so they can decide what to draw.
2. Pass out materials and let students begin after making sure all folders are oriented as a book cover.
3. Keep decorated folders in a file box with all of the students' work.
4. At the end of the term have students punch holes in the folder and all the materials and lace with yarn. This turns the folder into a book and makes a nice souvenir of Project Ranger. It also gives the students something to show their classroom teacher and be proud of.

RANGER LESSON PLAN

Curriculum Unit: The Oregon Coast

Activity: Taxonomy of Ocean Animals/Room Poster

Behavioral Goal: Students will work together, follow directions, and participate in making decisions.

Content Goal: To reinforce previous lessons or zonation, to be able to relate zonation to marine plants and animals.

Materials:
- large bulletin board
- construction paper (various colors)
- stapler
- scissors
- pencils

Procedure:

1. Draw picture of marine environment on board (see handout).
2. Have students name familiar sea animals and write their names in their proper place in picture.
3. Stimulate discussion as to why animals are found in certain places and about their respective adaptations.
4. Have students pick an animal, draw it on construction paper, and cut it out.
5. Staff will construct seascape on bulletin board (may want students to help).
6. Place sea animal cut outs in their proper zones in seascape. Additional activity! You may want students to look up and report back to the class interesting things about their animal.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Tidepool I.D.

Behavioral Goal: Students will display individual initiative and appropriate classroom behavior in completing an assignment.

Content Goal: Students will gain familiarity with different tidepool animals by observing and handling specimens.

Materials: specimens:
- acorn barnacle
- blenny
- blood-star
- chiton
- crab
- goose neck barnacle
- hermit crab
- jelly fish
- limpet
- mussel
- tube worms
- nudibranchs
- piddock
- sand dollar
- sea anemone
- sea lemon
- sea urchin
- sea weed
- snails
- sponge
- starfish

paper
pencils

Procedure:

1. Show slides and give names of tidepool dune plants and animals. Ask students to guess characteristics, such as their form of protection, diet, and where they could be found.
2. Gather around a table or place on the floor where specimens can be displayed, handled and passed along.
3. Take turns guessing how different animals and plants perform various functions such as eating, attracting or finding food, moving, hiding from enemies, and seeing.
4. Find similarities and differences in the plants and animals and group them by their similarities.
5. Have students make identification keys for their folders by drawing and labeling several specimens. List their main food and form of protection.

Considerations: Once the students have caught on to making the identification sheets, this activity can be used repeatedly with the instructor reading to the students as they work independently.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast Curriculum

Activity: Tide Table Game

Behavioral Goal: Students will work in groups. They will develop cooperation, sharing and leadership abilities.

Content Goal: Students will learn to read a Tide Table.

Materials: Tide Table list of questions about tides

Procedure:

1. Explain Tides (high, low, twice daily, relationship of moon).
2. Introduce Tide Table Booklet.
3. Explain Tide Table Game:
    a. Divide the class into small groups of 2-3 students.
    b. Read a question about Tides aloud.
    c. Have the group look for the answer in the Tide Table. When the answer is found have the group send a predesignated person to the board to write the answer.
    d. The groups with the correct response earn a point. The first group to respond correctly earns two points.
    e. The first group to earn 10 points wins a prize.
4. Debrief the activity. Point out and discuss group dynamics, praise, cooperation, sharing and leadership.

Tidetable Game

1. What time is high tide today? How high?

2. When is the lowest tide in the month of December? How low?

3. When is the highest high tide of the year? How high?

4. Are the high tides higher in January or July? Are low tides lower in July and August or in December and January?

5. You are a nature photographer for Audubon and need to take pictures of crashing waves at high tide in April. What day should you go? Suppose it is raining that day, what's the second best day?

6. You and your friends like to go clamming, and plan to spend a week at the coast in July. What would be the best week to go, and why? (Remember, you probably don't want to go clamming in the middle of the night.)

7. When the tide is not at its high and low marks during the day, it is either going out or coming in. Suppose you are at the beach on October 12th at 10:00 am. Is the tide coming in or going out?

8. On July 4th you are planning to go on a day trip in your new sailboat. You plan to leave at 9:00 am. Will the tide be coming in or going out?

9. You are a marine biologist studying keyhole limpits, and need to know the 4 best low tides in June. Remember that you like to sleep in every morning, and won't possibly be ready to go out before 10:00 am. Find the 4 best days (with low tides after 10:00 am).

10. You are going out on your crab boat on Saturday May 6th. Because your boat is small you want to go out with an outgoing tide and return about 5 hours later with an incoming tide. Is this possible? What time will you leave and return?

11. Your friends from Connecticut are visiting this summer, and you want to show them the Oregon coast, at both low and high tides. You can go to the coast for only a day. Find a day with good examples of both low and high tides.

12. You will be at the Coast with Ranger between April 24 and 27th. Find the lowest low tide, and the highest high tide. What days? What time? And how low? And how high? What will be the lowest low tide to occur while we are all asleep. Assume 9:00 pm. to 6:00 am. sleeping hours.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: TV Wrap Up

Behavioral Goal: Students will participate in a brainstorming session and then select a project to work on independently.

Content Goal: This reviewing activity is one way to discuss and wrap up a field trip so that students feel they've completed something and can refocus energies toward the next goal.

Materials:

- chalkboard
- paper
- felt tips or colored chalk
- chalk
- tape
- 2 broomsticks

Procedure:

1. Brainstorm a list of all the things students remember about a field trip from places they visited to games played and people met.
2. Divide up the list with each student choosing one or more areas to be responsible for. Have students draw them on a sheet of paper.
3. Lay the completed pictures in chronological order and tape together in a long strip.
4. Tape each end of the strip to a broomstock and roll onto the stick with the end taped to it.
5. The TV show is now ready for showing. Have two students reel the pictures from one stick to the other. Invite all students to explain his or her picture as it is presented. This activity is best done by more than one group so that each group can present their show to another group.

RANGER LESSON PLAN

Curriculum Unit: Oregon Coast

Activity: Water Testing

Behavioral Goal: Students will follow complex written directions, share responsibilities on a complex task and work as a constructive group member.

Content Goal: Take data on O_2, CO_2, pH, and temperature.

Materials:
hach kit
water samples
glass sample bottles

Procedure:

1. Take a small (6-7 students) group out and collect several water samples, or have samples available in the room.
2. Test each of the samples using a Hach Kit for O_2, CO_2 and pH. Have the students read the directions to each other and have each student involved in every test.
3. Trade off students for adding chemicals, reading directions and recording data.
4. Explain what the tests do, how they work, and how we can use them to make predictions on the suitability of a habitat for a particular organism.
5. Find the best habitat for a fish, duck, or other animals.
6. This activity works best when every student is involved. Give each student an opportunity to try each part of the testing procedure.

RANGER LESSON PLAN

Curriculum Unit:	Oregon Coast
Activity:	Wave Action
Behavioral Goal:	Students will work constructively as a small group with all members participating. Students will also demonstrate appropriate classroom and small group behavior.
Content Goal:	To demonstrate wave patterns and how they refract around obstacles.

Materials:

opaque projector
water
wood
screen

sand
rocks
flat tray

Procedure:

1. Gather the materials necessary for the demonstration.
2. Set up the projector so that the tray and water will show on the screen.
3. With a small block of wood, (about 6-8 inches long) gyrrate some waves. These waves will show as a dark line on the screen. The larger the wave the darker the line.
4. Students should identify and observe the wave action, noting how waves travel and are reflected.
5. Experiment with, and develop hypotheses about the wave action under certain circumstances. For example, put a solid barrier perpendicular to the line of travel of the waves. Solicit ideas from the students about what the waves will look like when they hit the barrier. Test, and see where students were accurate.
6. Apply the results of the tests to natural formations on the coast trip.

Considerations: Refer back to typed sheet.

OREGON ECOLOGY AND GEOLOGY

RANGER LESSON PLAN

Curriculum Unit:	Oregon Ecology and Geology
Activity:	Birds: Adaptations and Identification
Behavioral Goal:	Students will demonstrate appropriate classroom behavior, cooperate with peers and build observation skills.
Content Goal:	This activity serves as an introduction to birds, and provides an excellent preface to birding on forthcoming field trips. Students will learn structural and functional differences in varying types of bird beaks and feet. Adaptive coloration is also discussed.
Materials:	adaptation handout slides stuffed birds projector screen blackboard and chalk birding crossword puzzle pencils and paper

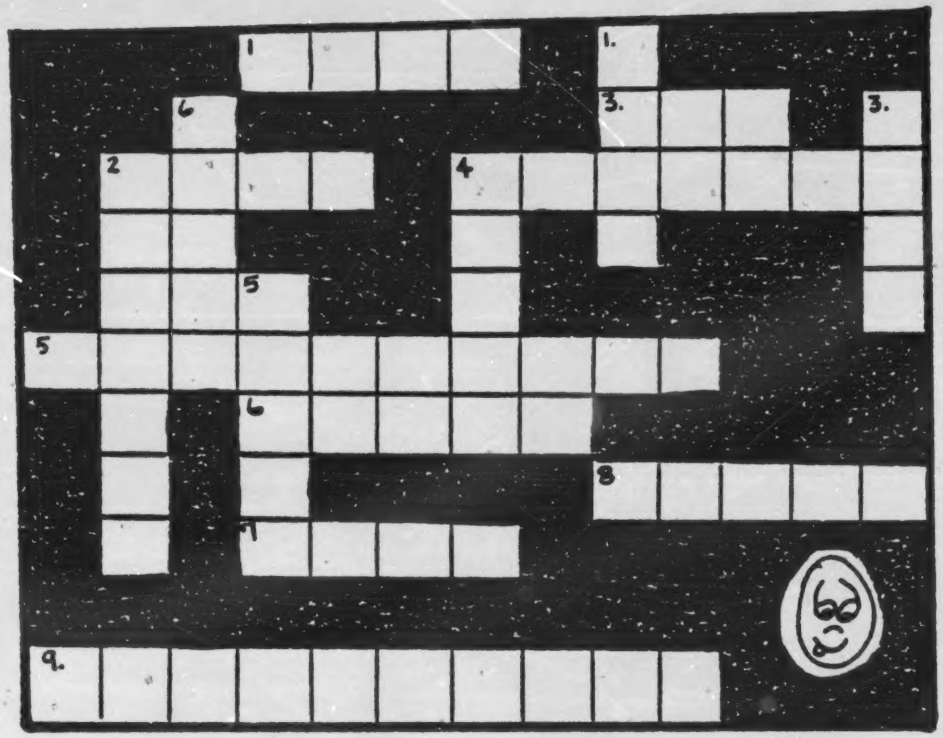
Procedure:

1. Collect slides "Birds of the Northwest" from the school district.
2. Collect displays of stuffed birds available from the Audubon Society or the school district.
3. Explain the functional advantages of different types of legs and feet. Show examples in the slides and referring to the handout.
4. Using slides and/or stuffed birds show different types of beaks and explain their respective functional advantages.
5. Demonstrate the concept of protective coloring. Have students identify birds that have protective coloration from the models and slides.
6. Introduce identification of birds in the field. Discuss types of field marks. Have students familiarize themselves with field marks of common birds in the slides and stuffed bird models.
7. Introduce bird identification guides by explaining the book's function and how to use them. Have students practice using the guides through identifying birds from the slides and stuffed bird displays.

RANGER LESSON PLAN

Procedure	8. Have students "Create-A-Bird!" This can be done with paper and pencil or in a more elaborate fashion such as "Create-an-Image." Have students explain their bird's habitat preference, food sources and means of locomotion. 9. When students have completed their bird, they can work on the birding crossword puzzle.
Considerations:	This is a fairly long lesson. Maintain student interest by staying away from a lecture format. Also, encourage discussion from the students.

BIRDING CROSSWORD PUZZLE



ACROSS

1. Part of the bird that flaps
2. Large bird which swoops down to catch prey
3. Birds lay ____________
4. A bird is covered with ________
5. __________ make birds seem larger so that we can study them
6. This puzzle is about ________
7. A place where eggs hatch and little birds grow up
8. A branch or other object where birds land
9. Markings which identify birds in the field

DOWN

1. A bird's lips form a _________
2. shelter, food, protection
3. A large, common black bird
4. Expect to find a pheasant in a ___________________
5. A common bird with red breast and a brown back
6. Hawks grab their prey with __________________

RANGER LESSON PLAN

Curriculum Unit: Oregon Ecology and Geology

Activity: Bucket Brigade

Behavioral Goal: Students will participate in a vigorous activity and summary discussion.

Content Goal: Upon completion of this activity and the "Cross Section of Oregon" activity, students will understand the rainfall patterns for the state of Oregon and the diversity of plant/animal life which the patterns generate.

Materials: buckets water
obstacles (chairs, tables, logs)

Procedure:

1. Design a course outside over a series of walls, stairs and other obstacles which duplicates the topography of Oregon from the coast to the eastern border. Students may design their own course following a short review of the topography of Oregon.
2. Explain the purpose of the activity to the group and then start the students one at a time over the course. Students will tend to slosh water getting over the high spot on the course just as the clouds do. After the students have completed the course, discuss where the most/least water was spilled and the effects of the "rainfall" on plants and animals.
   Adapted from "Mr. Sun's Bucket Brigade"
   Acclimatization Experiences Institute
   Box 841
   Lake Geneva, Wisconsin 53147

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RANGER LESSON PLAN

Curriculum Unit: Oregon Ecology and Geology

Activity: Geology Name Game

Behavioral Goal: Students will follow directions and work in teams towards a common goal.

Content Goal: Students will gain an understanding of the basic geologic landforms found in Oregon.

Materials:
pencils
paper
list of terms
chalk
watch

Procedure:

1. Introduce the terms on page 227 in a creative manner. Draw geologic features on the board. Encourage students to guess and define the drawing. The instructor can give hints by writing the first letter of the word, second letter . . .
2. Divide students into teams.
3. The instructor begins the game by drawing and defining a specific landform. Any student from the team may raise his/her hand if the team thinks they know the name of the landform. The team which raised the first hand earns the chance to answer. Teams can have 15 seconds for discussion between members before answering. Two points should be answered for the correct answer. The team with the most points wins the game!
4. Debrief the game by discussing team interactions. Themes to discuss during debriefing include: sharing, cooperation, who raised hand and roles observed in the group.

RANGER LESSON PLAN

Geology Name Game Terms

valley - low land bounded by hills

canyon - narrow valley with steep walls

basin - low land into which rivers drain

mountain - high land with steep sides above 2000'

volcano - mountain built by melted rock

glacier - a mass of ice that moves

butte - isolated hill or small mountain

mesa - flat topped butte

plateau - high, flat, land

hill - land which rises above the surrounding country

fault - a crack in the earth where land has slipped

dune - a hill of sand

foredune - a ridge of sand closest to the beach

sill - lava which forces its way between layers of other rock

dike - lava which forces its way across layers of rock, usually along a crack

vent - a place in the earth where lava forces its way to the surface

bedrock - solid rock at the earth's surface

alluvial fan - fan shaped deposit

flood plain - flat area along a river which gets flooded from time to time

RANGER LESSON PLAN

Curriculum Unit: Oregon Ecology and Geology

Activity: Habitat Slide Show

Behavioral Goal: Students will demonstrate group cooperation and appropriate classroom behavior.

Content Goal: Students will gain an understanding of the concept of habitat and identify the necessary elements of a variety of habitats.

Materials:
slides
projector
screen
enthusiasm

Procedure:

1. Before the lesson, assemble variety of habitats showing various reptiles, amphibians, mammals and birds in their natural habitat.
2. Show the slide show. The first few slides should illustrate the various types of habitats and their specific components. Explain each slide in the context of the animal's needs. Mention food, shelter, predication and coloration.
3. Show remaining slides. Have students identify habitat components. Remember to reinforce correct answers with praise!

Considerations: A quality slide show is instrumental to the success of the lesson. Take the time to gather appropriate slides.

RANGER LESSON PLAN

Curriculum Unit: Oregon Ecology and Geology

Activity: Inverted Topography

Behavioral Goal: Students will work in pairs to reach a common goal, take responsibility for cleaning up their mess, and follow a list of directions.

Content Goal: To introduce the concept of lava flowing down stream beds and how lava can form inverted topography and tubes.

Materials:

cardboard boxes of sand
plaster of paris
food coloring
spot outside to "erode" sand

Procedure:

1. Diagram and explain concepts of lava flows, erosion and inverted topography.
2. Explain the activity to the students emphasizing purpose and content.
3. Place damp sand in a cardboard box.
4. Have students mold a streambed in the sand and pour wet plaster of paris through the streambed in the sand.
5. After the plaster is set, have students use a sprinkler or hose to erode away the sand leaving the inverted plaster of paris topography.
6. Conclude the activity by discussing inverted topography, how individuals worked during the activity and clean-up!

Considerations: Wright's Point, a textbook example of inverted topography, lies 13 miles south of Burns, Oregon on Highway 205. This is an excellent activity to prepare students for the Malheur Field Trip.

RANGER LESSON PLAN

Curriculum Unit: Oregon Ecology and Geology

Activity: Map the Trip

Behavioral Goal: Students will follow directions and work in teams towards a common goal, demonstrating positive competition.

Content Goal: Students will identify major roads, rivers, cities and landmarks along the route of a forthcoming trip.

Materials:
road maps of Oregon
pencils
paper

Procedure:

1. Provide instruction and direction in map reading. Discuss the map logo for designating major rivers, major cities, counties, parks, landforms and highways.
2. Have students practice finding features on the map.
3. Divide students into teams.
4. Have students work as teams to locate landmarks, cities.
5. Points are awarded for the team which locates the landmark, city, first.
6. One person should be selected as the spokesperson for that group. Only the spokesperson may answer.

Considerations: This activity gives students an orientation for the field trip while generating enthusiasm for the experience. This serves as an excellent "warm-up" for all field trips!

RANGER LESSON PLAN

Curriculum Unit: Oregon Ecology and Geology

Activity: Mapping the State

Behavioral Goal: Students will work in pairs, following directions towards completion of a task.

Content Goal: Students will use chalk and natural materials to construct a map of Oregon on the blacktop.

Materials:

- maps
- pencil
- paper
- chalk
- natural materials
- pavement

Procedure:

1. Group students into pairs.
2. Allow students to orient themselves to a road map of Oregon by naming several cities and rivers for students to locate.
3. After the orientation, begin a location game in which the staff member names a town, river or landmark. The first pair to find the item on the map provided raises their hands and points out the location to the staff member. Allow time for all pairs to locate the item, and suggest that successful pairs help others. After a dozen items have been successfully located, terminate the game.
4. Explain to the group that each pair will be making a map of Oregon on the blacktop. Students may use colored chalk for drawing, labeling and natural materials: fir bough, soil, pebbles.
5. Give students a written list of landmarks, cities, highways, rivers, mountain peaks and lakes to include on their map. Explain that students will be making a map from memory without the benefit of the highway map or written notes, and then allow appropriate period of time for them to research list.
6. Send students to the blacktop armed with chalk prepared to draw!
7. Debrief the pairs following the activity by discussing how well each group completed the task and how well they worked together.

RANGER LESSON PLAN

Considerations: This exercise provides an opportunity to use visualization to describe the active problems they will encounter, offering or soliciting possible solutions. Explain that students will have neither road-map or written notes to help them draw their map.

RANGER LESSON PLAN

Curriculum Unit: Oregon Ecology and Geology

Activity: Physiogeographic Cross Section of Oregon

Behavioral Goal: Students will participate in a group discussion, demonstrating classroom manners, listening skills, and appropriate behavior.

Content Goal: While viewing a physiogeographic cross section of Oregon, students will discuss the location of mountain ranges, subsequent precipitation patterns and associated vegetation zones.

Materials: colored chalk
blackboard

Procedure:

1. Draw a physiogeographic cross section of Oregon on the board. Begin without the ocean, and continue East. The cross section should include the Coast Range, Willamette Valley, Cascades and high desert regions of eastern Oregon. Utilize symbols to designate precipitation patterns, vegetation, mountain peaks, rivers and cities. A finished diagram should resemble the following example:

2. Generate student interest and participation by billing this activity as a "mystery tour." While drawing the diagram, students can guess the "what and why" of symbols and lines. The instructor should encourage interpretive summary.
3. Encourage students to relate personal experiences from various parts of the state.

RANGER LESSON PLAN

Curriculum Unit: Oregon Ecology and Geology

Activity: Rock Types

Behavioral Goal: Students will work together towards a common goal, follow directions and develop observation skills.

Content Goal: Students will be introduced to the three basic rock types: sedimentary, igneous, and metamorphic.

Materials: Different kinds of rocks
(differences may be color, size, shape, etc.)

Procedure:

1. Explain to students that they are geologists working for a major research firm, and are soon to leave on a secret exploration mission. Tell students that the success of their exploration depends on their understanding of how rocks are formed.
2. The instructor should explain the three basic rock types: sedimentary, igneous and metamorphic. Use arm gestures, gurgling/bubbling sounds and much gusto to capitivate students! Keep the atmosphere of the secret exploration mission ever present during the activity.
3. Provide students with a collection of rocks and explain that the mission needs to determine the number of each rock type found in the collection.
4. Have students divide rocks into two groups based on common characteristics
5. Have students divide rocks into three groups based on common characteristics
6. Have students finalize their three groups, and write down a list of characteristics for each grouping.
7. Encourage group(s) to share their findings with other students and compare groupings with the three previously described rock types.
8. Provide an opportunity for the students to change rock groupings after sharing information with other students.

RANGER LESSON PLAN

Considerations: This activity provides the opportunity to use visualization as a teaching technique. The instructor should describe and act out with hand gestures the process students will go through discussing possible difficulties, soliciting suggestions and brainstorming solutions.

RANGER LESSON PLAN

Curriculum Unit: Oregon Ecology and Geology

Activity: Volcano Demonstration

Behavioral Goal: Students will learn to follow directions on an individual basis, and improve classroom behavior.

Content Goal: To demonstrate how a volcano is formed.

Materials:

modeling clay
ceramic plates to set volcanoes on
ammonium dichromate
"Volcanic Landscapes, Part I and II" - films
direction ditto

Procedure:

1. Show the films "Volcanic Landscapes" followed by a discussion regarding some of the factors involved in forming/shaping a volcano and how weathering/age can affect the shape over time.
2. Using maps, have students locate several volcanoes in the state.
3. Construct volcanoes out of modeling clay. Students may work in pairs or small groups. The finished volcano should be no bigger than a small clay flower pot and should have a ventilation hole near the bottom.
4. Fill the volcano 1/3 to 1/2 full with ammonium dichromate and light it. The volcano will erupt much like a natural volcano!

Considerations: A staff member should build a volcano prior to initiation of the lesson to insure the chemical will activate, test the minimal size for the ventilation hole and work out any other "bugs".

RANGER LESSON PLAN

Curriculum Unit: Oregon Ecology and Geology

Activity: "What Am I?"

Behavioral Goal: Students will develop questioning strategies and demonstrate appropriate classroom behavior.

Content Goal: This activity introduces the biotic and abiotic components of the forest community.

Materials: 3 x 5 cards (or pictures) masking tape

Procedure:

1. Prepare a set of cards or pictures of the components in a forest community. Including trees, soil, water, worms, birds, plants, insect, animals.
2. Explain to students that a card will be taped on everyone's back. The object of the activity is to find out who they are by asking yes and no questions of other class members.
3. Offer challenges to the students such as counting the number of no answers before discovery to see who can have the least number in the group or counting total number of questions used to identify the component.
4. Halfway through activity stop the action for a brief discussion concerning the distinction between the terms biotic and abiotic. Also discuss questioning strategies:
    - Who's been the most successful question asker?
    - What types of questions did they ask?
    - What makes a good question?
    - What types of questions best help define the object.
5. Encourage students to develop question strategies, then proceed with "What Am I" activity.
6. Conclude the activity with a summary discussion in which students review the difference between biotic and abiotic components and reflect upon questioning strategies utilized.

WINTER SURVIVAL

BEFORE YOU BEGIN THIS CURRICULUM, HAVE YOU CONSIDERED? . . . .

1. Is at least one half of the staff trained in Winter Survival and Cross Country Skiing? Can staff deal with potential frostbite, hypothermia, different waxing techniques, hazards of mountain stoves, etc!?
2. Is there a vehicle and a driver (most likely one of the staff) that can handle winter road conditions?
3. Are snow mountains near enough to make day trips worthwhile and not be just all driving to and from?
4. Can equipment be rounded up?

If the answers to all of these questions are "yes" then proceed.

page 238 blank.

General Information for

Winter Outings and Cross Country Skiing

Winter Outing Safety Procedures

1. A minimum of two members of the staff on each field trip should have a current American Red Cross Standard First Aid Card.
2. At least one member of the staff on each trip should be very experienced in winter survival.
3. At least two members of the staff must be competent cross country skiers.
4. Field trip accident insurance should be taken out for each field trip.
5. The program's supervisor must be informed of the destination of each trip.
6. In the event that the bus is delayed, a parent phone network should be established to inform parents of the delay.
7. In the event of a bus break down, arrangements should be made for a back up bus prior to initiating any winter outing.
8. Each field trip site should be visited before the trip to evaluate potential hazards.
9. Each student should carry a survival kit at all times and have been instructed in its proper use. In addition to a survival kit, the staff should carry extra clothing, a stove and extra food and plastic shelter on cross country tours. Students must be instructed to stay with the group and closely supervised by staff.
10. The bus should be equipped with standard emergency equipment: First aid kit, flares, flashlight. In addition, chains must be carried at all times. Also, included as standard equipment is: ensolite pads, waxes, stove and fuel, tarp, matches, tools to repair equipment, goggles, extra clothes, day packs, shovels, 1 ax, pots, Mt. Hood map, sleeping bags, water bottles, extra food, ski tips, and phone numbers of all students.

Special Note:

To underestimate the potential dangers of a winter environment is to court disaster. Unless members of the staff are well versed and experienced in winter survival, winter trips to the mountains should not be considered. Definite procedures for safety based on the background, talents, judgement ability of the staff should be developed before launching into a winter outing.

Points for Teaching Cross Country Skiing

1. Make sure students are properly equipped, skiis, poles, survival kits, clothing, day packs, etc.
2. Divide students by skill and "adventure" level.
3. When possible have students with backs to wind and/or sun.
4. If students get bored or restless move to another task or activity such as a race, skiing through poles, catch the staff and "dump em" in snow.
5. Keep students moving as much as possible to prevent them from getting cold. Watch carefully at all times for signs of cold and repeatedly question them about how cold they are. This is good modeling so they can realize the importance of not becoming chilled.
6. On tours have one person be the "rear guard" and no one is behind him/her.
7. Keep the group together at all times and allow no wandering around. The snow environment is too hostile for the potential of lost students.

PNSIA - Pacific Northwest Ski Instructors Assoc.
is an excellent source of information on
teaching techniques for cross country skiing.

Cross Country Skiing and Winter Survival Clothing for Students

It is extremely important for students involved in winter term to be properly clothed on field trip outing days. The following is a list of necessary items:

Wool pants preferred or three pairs of jeans (wool pants can be made from father's old suit pants. . . . Check with staff for directions.)

Stocking cap which covers the ears . . . wool is best!

Mittens or gloves (wool, insulated nylon or leather)

Heavy wool socks (2 pair)

Long underwear (wool or cotton nylon combination)

Sweaters or shirts (long sleeved): wool preferred

Waterproof cota or nylon wind breaker

Leather hiking boots or insulated rubber boots

Chapstick

Sunglasses: Optional as Ranger has several pairs. Please arrange in advance.

The following is a list of stores in the Portland area where winter clothing can be purchased:

Andy & Bax
324 SE Grand
Portland, Oregon
Tel. No.: 234-7538

(wool pants, shirts, sweaters, gloves, socks, stocking caps; misc. camping equipment, insulated long underwear)

Wigwam Outdoor Stores
Several locations through out Portland

(leather boots, assorted wool clothing, hiking and camping supplies)

One final thought: Because of the cost of "proper" winter clothing, Ranger staff must be creative in helping students dress safely and warmly while not excluding those students who cannot afford to buy clothes. Always be on the lookout for winter clothes to have to have a supply on hand that students can borrow.

Equipment for Day Cross Country Ski Trips

7 ensolite pads
coleman stove and fuel
waxes
skiis
poles
plastic tarps
matches
tools to repair skiis
a box of rubber bands
goggles
first aid equipment
warm up pants
day packs
scrapers
corks
extra clothes
2 shovels
1 polaski
pots
Mt. Hood map
1 roll masking tape
3 sleeping bags
water bottles with water
extra ski tip
phone numbers of all students
lists of students, groups, and skiis
1 svea stove

Ten Essentials for Winter Outing Survival Kits

whistle
map
compass
flashlight
fire starter
extra food & clothing
first aid kit
pocket knife
sunburn protection
waterproof matches

Additional Items

candle
metal cup
toilet paper
plastic bags (sandwich & garbage bags)

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Car as a Survival Tool

Behavioral Goal: Students will listen, follow directions and work together.

Content Goal: Students will learn how to use car as a survival tool.

Materials: car blackboard and chalk
paper and pencils

Procedure:

1. Construct a list of things in a car and ways a car can be used as a survival tool. List can be done individually or on blackboard with all students participating. Divide students into teams with each striving to make longer lists.
2. Regroup students, share list and discuss most beneficial means of using car in a survival situation. The instructor should be well informed on subject matter prior to lesson.

Ranger Lesson Plan

Curriculum Unit: Winter Survival

Activity: Clothing Check

Behavioral Goal: Students will take responsibility for bringing necessary materials to school and will demonstrate appropriate classroom behavior.

Content Goal: Students and staff will evaluate the adequacy of winter outing clothing brought to school.

Materials:
clothing list
letter to parent
winter clothes brought by students

Procedure:

1. Send a cold weather clothing list home with each student on the day prior to this activity. Instruct students to bring all items on the list to school for a clothing inspection.
2. Have a staff member dress in complete cold weather outfit. The instructor should describe each item of clothing and then rotate around the group rating the adequacy of the students' items. Have students write down missing or inadequate items. Have students add input and make value judgements on the adequacy of other group members' clothing. Ask students the following types of question during the lesson: Will this item keep you dry? For how long? What would happen if it rained?
3. Handout a second letter to send home with students explaining the necessity of having proper clothes for winter term outings and list possible sources for improving wardrobes. Students can also write specific clothing needs on this letter.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Clothing Station/Fan

Behavioral Goal: Students will cooperate as a group.

Content Goal: To demonstrate the insulative effectiveness of different clothing materials.

Materials:
several pair of gloves
water
fan (optional)
paper towels

Procedure:

1. Collect several pairs of gloves or mittens of several materials such as, leather, wool, cotton, down, polarguard.
2. Soak all of the gloves or mittens in water.
3. Have students compare the insulating value of each glove material by placing a different glove on each hand in front of a fan. If a fan is not available have students swing their hands around and around.
4. Discuss which glove stays warmer when wet or windy. Other related discussion topics include wind chill factor and the importance of staying dry in the outdoor environment.

Considerations: This experiment makes a strong impression on students as the hand covered by the cotton sock becomes much colder than the hand covered by the wool sock.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Clothing Station/Heat Loss

Behavioral Goal: Students will cooperate as a group while organizing for the activity, taking data, and summarizing information.

Content Goal: To demonstrate that of body heat loss the rate varies depending on how one is dressed.

Materials:
- four similar bottles
- wool sock
- cotton sock
- synthetic sock
- hot water
- four thermometers

Procedure:

1. Fill the four bottles with hot water of the same temperature. The bottles are to simulate people dressed in different materials.
2. Dress the bottles with the selected materials. One bottle should remain with no material.
3. Place the thermometers in each bottle.
4. Record temperature data at regular intervals.
5. Discuss which material loses the least amount of heat. Draw conclusions regarding which material is best suited for outdoor wear.
6. The activity may be conducted indoors or out, depending on weather conditions. Note: The rate of heat loss will depend on wind and air temperatures.

Considerations: If this activity is repeated with different groups of students during the day, extra sets of the socks will be needed.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Clothing Station/Wicking

Behavioral Goal: Students will cooperate as a group while making priority decisions.

Content Goal: To show advantages of wool over cotton in wet and cold conditions.

Materials:

a 100% wool sock
a 100% cotton sock
water
two similar bottles
a pan
paper towels

Procedure:

1. Place one sock on each bottle. The socks represent clothes which students might wear on a winter outing.
2. Pour enough water into the pan so that the water makes contact with the material.
3. Have students watch the wicking action of the two materials when they are placed in the pan of water.
4. Have students predict which material will wick faster and discuss which material is better suited for winter wear.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Fire Building

Behavioral Goal: Students will work cooperatively in pairs to build a fire.

Content Goal: Students will demonstrate their ability to start, maintain, and put out a fire.

Materials:
pocket knife
wood
water
bucket
shovel

Procedure:

1. Discuss the three ingredients necessary for fire: air, fuel, heat.
2. Discuss why is fire needed by listing the uses of fire.
3. Discuss types of wood that are more suitable than others for burning--example: For a lasting hot fire use hardwoods such as oak and alder. For starting a fire use dry cedar, pitchy sticks, lower dead branches, dry bark, fire starter (candle, fuzz stick, waxed materials).
4. Instruct students on how to select a suitable location for a fire.
5. Discuss the importance of air circulation in fire building. Demonstrate how to build a fire properly.
6. Stress the importance of gathering enough fuel before the fire is lighted!
7. Have materials ready for extinguishing the fire--water, dirt, or sand.
8. After the discussion, have the group divide into pairs. Each pair will be responsible for gathering fuel, starting a fire, and extinguishing it.
9. The instructor may want to limit the number of matches for a group. Limiting matches can make the activity an initiative test.
10. A handout of hints can be extremely helpful to students such as the following.

RANGER LESSON PLAN

Hints on Collecting Materials for Firebuilding

Dry wood: Tinder - no bigger than the size of a pencil.
Kindling - up to one inch in diameter.
Fuel - once your fire is going you can put on bigger pieces or logs.

A fuzz stick is a fire starter made by shaving a stick and leaving the shavings attached.

Use dead wood found on the ground unless it's a survival situation or there is snow on the ground.

Lighting: Wooden matches last longer
Light your fire starter which was placed at the bottom of the fire.
How do you blow on a fire?
Don't smother a fire with wood!
A fire must grow gradually - it tests your patience.

Extinguishing: Make sure fire is dead out.
Sprinkle water on coals instead of pouring water on it.
Cool hot rocks and ground under fire.
If all else fails, this "hints list" can be used as fuel for the fire.

11. Debrief some of the problems students had building a fire. Discuss the importance of teamwork. Most students don't realize how difficult starting a fire can be in the rain and cold.

Note: Avoid using rocks found near or in a stream bed for lining a fire ring. They may explode due to trapped water inside that gets heated and turns to steam causing pressure.

Take into account safety and environmental factors such as wind, rain, in the selection of a suitable location for their fire.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Frostbite

Behavioral Goal: Students will increase their awareness of responsibility for self and others.

Content Goal: Students will increase their awareness associated with frostbite, how to recognize frostbite and what to do when one has reached frostbite stage.

Materials:
slide projector
frostbite slides
screen

Procedure:

1. In order to teach this lesson, the instructor should have a thorough knowledge of frostbite. This lesson presents a format for teaching about frostbite and is not intended to provide information about cold weather injury.
2. Begin the lesson by asking students for a definition of frostbite. Discuss the three stages of frostbite.
3. Discuss treatment of frostbite with students. Stress the importance of locating a staff member immediately if there is any possibility of frostbite.
4. Discuss the prevention of frostbite.
5. Optional: Slides of various stages of frostbite may be shown to underline the seriousness of this injury. These slides are on loan from Portland Public Schools Project Ranger.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Hypothermia

Behavioral Goal: Students will increase responsibility for self, improve listening skills and add to the discussion.

Content Goal: Students will gain an understanding of the prevention, causes and treatment of hypothermia and be able to answer questions about various outdoor situations where hypothermia could occur.

Materials: film: "By Natures Rules"
film projector screen

Procedure:

1. Briefly explain hypothermia. (Calling it the "Big H Disease" will underline its danger and give it less of a "big" word image.)
2. Discuss with students the need to understand and be aware of hypothermia.
3. Discuss the symptoms of hypothermia, and the conditions under which hypothermia occurs.
4. Show the film, "By Natures Rules" available from Portland Public Schools, Safeco Insurance, or Northwest Outward Bound.
5. After the film, list and discuss prevention, symptoms, causes, and treatment of hypothermia.
6. Role play or discuss some possible hypothermia situations.
7. Read several cast histories of hypothermia accidents available in "Hypothermia: Killer of the Unprepared" by Ted Lathrop.

Considerations: This is the single most important lesson contained in the winter survival unit. This lesson must be mastered before students go on their first winter outing.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Making a Barometer

Behavioral Goal: Students will follow directions, work constructively with others and follow a task to completion.

Content Goal: Students will understand the operational principles of a barometer and construct a working model.

Materials:

- large balloon
- broom straw
- large mouth jar
- rubber bands
- paper
- pencil
- tape
- scissors

Procedure:

1. Review the function of barometers. Inform students that they will be making their own barometers and that everyone needs to understand the following information in order to complete the activity.
2. Describe the model barometer. Provide a sample for the explanation. The barometer is made from a mayonaise size jar (empty) with a piece of balloon stretched across the top, secured with a rubber band. A broom straw is taped to the top so that one end is at the middle of the stretched balloon. The other end extends outward to a scale. The scale should be self-supporting and about 3" from the jar.
3. Explain the operational principles of the model barometer: The air trapped in the jar maintains a steady static pressure system. This will not change. The air outside the jar, however, is subject to atmospheric pressures and changing weather conditions. When the barometric pressure in the atmosphere increases, the balloon surface will be pushed down and the straw will move up on the scale. Such movement indicates rising barometric pressure. If the atmospheric pressure becomes less than the pressure in the jar, the balloon will be pushed outwards and the straw will move down the scale indicating falling barometric pressure.

   The barometric readings of this model are relative to the actual barometric pressure at the time the model was built. Though actual barometric pressures will change, the barometric pressure in the jar is "caught" and in this manner serves as a reference point to subsequent readings. Subsequent readings

Procedure: will be either higher, lower or the same as the "canned" pressure. Note the true barometric pressure during the activity which syould be recorded for later comparison.

4. Present activity to students as a challenge. List directions on board and see who can follow complex directions. Visualization fits in well here.
5. The Directions
   - a. Cut a balloon to appropriate size. It needs to cover mouth of jar.
   - b. Stretch balloon over mouth of jar and fasten with rubber band.
   - c. Tape straw to top of balloon. Put one end of straw at the middle of the balloon with other end extending outwards one to three inches.
   - d. Make a scale out of cardboard. Devise method for self-supporting scale. Taping it to a wall is one possibility. Scale should be 10" in length and divided into unit markings.
   - e. Set barometer and scale in place. Make sure straw will reach scale.
6. Observe over period of time. Compare changes in model barometer to changes in recording barometer.

Considerations: This is an advanced activity.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival/Ski Day

Activity: Practical Test of Survival Skills

Behavioral Goal: Students will work as a group in a stressful situation, utilize previously taught knowledge to make decisions and be observed by staff in simulated survival situation.

Content Goal: Students will demonstrate ability to use previously learned survival skills.

Materials: survival kits winter gear

Procedure:

1. "Lost in the Snow" is designed as a practical test of the students' knowledge of survival skills. It starts as a simple walk in the snow through the area and out of sight of familiar territory.
2. Along the way staff members begin to role play, starting with symptoms of hypothermia. One staff member should throw down gloves, take off coats and announce that the group is lost, or not heading in the right direction. A second staff member points in another direction and announces that that is the way back.
3. By now students will be thinking that staff has gone crazy. Eventually one of the group will catch on to what is happening. Be patient and give students a chance to become involved in the activity.
4. Staff should continue to role play hypothermic people, eventually becoming nonsensical.
5. Students should organize and begin treating staff members. Staff members continues to role play until properly treated by students. Treatment should include making a fire, heating broth on Svea stove and constructing a shelter.
6. After the activity has concluded, stop and debrief the situation. Discuss what happened with the group and how they met the challenge.

Considerations: While role playing, staff should keep careful eye on supervision. For variation one may take a student aside and ask them to role play the hypothermic person. Instructor should then assume a secondary role in group dynamics, acting as facilitator rather than leader.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Shelters

Behavioral Goal: Students will increase their awareness of personal vulnerability and increase self-responsibility.

Content Goal: To explore possibilities for shelters and to build at least one shelter.

Materials: warm clothes survival kits (optional)
materials to construct natural shelters

Procedure:

1. Have the students draw pictures on blackboard of all possibilities for shelters (tarps & tents, snow caves, and natural shelters). Follow the drawing session with a discussion about the strong and weak points of each design.
2. After a discussion hike to a predetermined area. Have the students looking for "good spots" along the way which could provide good shelter. Review what to do in a survival situation and review survival priorities. Discuss considerations when looking for shelter such as wind, wet and water.
3. When the group reaches the selected area tell students to pretend that they are lost and that the groups must build shelters. Students can work alone or with a partner. Make the rounds to give suggestions and compliments. When students finish their shelter, they can critique each other shelters. This lesson can be extended to include signaling for help and/or fire building.
4. Have students go prepared - hats, gloves, whistles, survival kits, etc. Also, if the students are building snow caves, have dry clothes and a warm bus available at end of lesson.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Signaling

Behavioral Goal: Students will work in small groups, analyze situations and make decisions on the basis of given information.

Content Goal: Students will develop signaling techniques and practice their use in hypothetical winter survival situations.

Materials:
- paper and pencil
- mirrors
- SOS marking material
- hypothetical survival situations
- whistles

Procedure:

1. Briefly explain different ways of signaling, being sure to explain where each is more appropriate than another.
2. Read students a hypothetical survival situation involving signaling.
3. Have students rank methods of signaling based on the situation.
4. Compare individual's ranking with other group members' rankings.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival/Ski Day

Activity: Snow Hike

Behavioral Goal: Students will participate actively, listen attentively to instructor at appropriate times and stay together as a group.

Content Goal: Students will become acquainted with the snow environment, practice walking in the snow and learn about potential dangers in the winter environment.

Procedure:

1. Assemble group and check the following: number of students in group, time that the group should be back, the destination of the group, hats, gloves, whistles, survival kits for each student.
2. While at the hike, try different kinds of terrain for walking. Try a race, climb some hills. Point out dangers including covered creeks, rocks, logs, branches, holes. If students become tired, stop and divide into small groups to build a snow man fort. Check for cold or wet hands and feet.
3. At the end of the hike gather the group together, take a "head count," and debrief. Stress the importance of staying with the group and alerting staff members to individuals who have wandered off. Offer praise for a job well done.

Considerations: From time to time Ranger students get hooked on snowball throwing. Banishing the snowball throwing often is easier said than done. One alternative which has proven successful is to allow a designated time where interested students can throw snowballs. Ten minutes during lunch or at the end of the day. Supervise carefully to avoid injury.

RANGER LESSON PLAN

Curriculum Unit:	Winter Survival
Activity:	Staff Clothing
Behavioral Goal:	Students will listen attentively, and participate in a discussion.
Content Goal:	This activity provides students with first hand look at the necessary apparels suited for cold weather environments. During the activity students will acknowledge deficiencies in their winter survival clothes and learn techniques to remedy inadequate attire.
Materials:	sample of cold weather clothing list of clothing
Procedure:	1. Hand out clothing list to students 2. Gather students around winter clothing samples supplied by staff 3. Discuss each item of clothing, and its purpose.
Considerations:	This activity is enhanced when one staff member dresses up in a complete winter outfit. Go overboard, include all possible apparel! A second staff member can introduce the "abominable" mountaineer. The mountaineer then models each clothing item as it is elaborately described and explained by the other staff member.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Stove Use

Behavioral Goal: Students will follow directions, work as teams towards a common goal and work carefully on a hazardous task.

Content Goal: Students will demonstrate the proper use of stoves, boil water, increase their awareness of hazards/safety procedures.

Materials:
- stoves
- matches
- fire extinguisher
- fuel and cleaners

Procedure:

1. Demonstrate different types of stoves, including Svea 123. Note advantages and disadvantages of each.
2. Discuss the procedure and safety precautions for lighting a Svea 123. Distribute one stove per two people. Have students name parts, describe operating procedures and discuss safety practices.
3. Have teams take stoves outside and practice lighting stoves. Handout three matches per team!
4. Challenge the group to a water boiling contest. Have teams begin with their stoves off.
5. Award prizes to all teams. Present a better prize to first two teams.

Considerations: This activity needs to be extremely well supervised by staff because of the possibility of stove explosion. Staff should be familiar with operation and hazards of the stove before attempting this lesson. Follow these safety tips! Have fire extinguisher nearby, light stoves only on inflammable material and keep fuel in safe containers away from stoves. This activity should be conducted outside.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Survival Kits

Behavioral Goal: Students will assemble survival kits, with a minimal amount of staff direction, through cooperation and problem solving as a group.

Content Goal: Each student will gather materials for a survival kit, assemble kit, and know various uses for different items in survival kit.

Materials:
wax
pot for melting wax
wooden matches
cloth
fingernail polish

Procedure:

1. Have the students copy down the following list of items for the survival kit. Check with students to assure what items they can easily find and what items will be hard to locate. Often one student will have an abundance of one item and will be able to share. The staff can provide materials for water proofing matches and making fire starters.
2. Introduce "Survival Kit" instructions with a discussion of the behavioral goal. Be sure students understand that working with minimal adult directions is a top priority.
3. Break class into small groups of five to six students. Give each group some common object and have students think of uses for the object. One's imagination takes over here. For instance, a yardstick can be a make-believe popsicle, umbrella, brace to hold up wall, gun, golf club, baseball bat or high jump stick. Have each group pantomine uses for their item.
4. Discuss how to put together a survival kit with the students, explaining that the groups will be on their own and must remember these directions.
5. Begin survival kit construction. During the activity, stop the groups several times to assess how well students are following directions.
6. After kits are assembled, students working in groups should brain-storm all possible uses of each item in the survival kit.

RANGER LESSON PLAN

Procedure:

7. This activity can be followed by skits in which the staff creates a survival situation. As many details as possible should be given including, i.e. weather, location, possible flora and fauna, time of year, time of day, resources available and not available, injuries to members in survival group and possibility of rescue. Each group can perform a different skit or one situation could be handled by every group to see different ways to solve similar situations.

Student Survival Kit Items

4 sugar cubes or pieces of hard candy
fire starter (to be made)
waterproof matches (to be made)
mirror
3 tea bags
1 pocket knife
1 candle
2 plastic garbage bags
2 boullion cubes
1 whistle
electrician's tape
salt
3 feet cord or string
3 safety pins
coffee can with lid

Considerations: Fire starter can be made by dipping 100% cloth squares (5" x 5") into melted paraffin in coffee cans set in a bigger can filled with water to get a double boiler effect. Matches can be waterproofed by dipping end in flammable fingernail polish. Plastic garbage bags can be taped to the top or outside of the can if they will not fit inside.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: Weather Forecasting

Behavioral Goal: Students will follow directions, demonstrate careful use of equipment and use previously taught knowledge to make decisions.

Content Goal: Students will develop an understanding of regional weather patterns focusing specifically on mountain climates. Students will also learn to use weather forecasting instruments.

Materials:
recording barometer
recording thermometer
anemometer
sling psychrometer

Procedure:

1. Assemble a classroom display on weather forecasting, weather patterns and cloud types. Introduce the activity and familiarize the group with the causes and movement of weather.
2. Set-up a weather station. The following instruments should be included: recording barometer, recording thermometer, sling psychrometer and anemometer. Discuss each instrument. Explain how each instrument works and what type of information can be gained from it.
3. Observe recorded information for a two week-period. Have students correlate data with the weather conditions of the past week. Note which conditions coincide with good weather. Note conditions forecasting bad weather.
4. Keep track of the weather conditions and instrument readings. Have students collect necessary data and issue their own weather forecast.
5. Students can also issue forecasts for forthcoming trips to the mountains. The instructors should note the accuracy of the forecast on the trip.

RANGER LESSON PLAN

Curriculum Unit: Winter Survival

Activity: What To Do When Lost

Behavioral Goal: Students will add to and participate in a group discussion and analyze ways to solve a survival problem.

Content Goal: Students will gain experience in developing a "Plan of Action" for a survival situation.

Materials: chalk blackboard
survival cards

Procedure:

1. Arouse interest in the activity by having students think about what their needs would be if they were lost out-of-doors. Typical responses will be food, a stove, a place to sleep. Write all of the ideas down on the board.
2. After formulating a list on the board, have students prioritize their needs. Discuss any "unnecessary needs" or needs missing from the list.
3. Shift the focus of the group to a winter/cold weather situation. Are the needs the same? If so, which should be the priority items? To prioritize these needs, ask questions like:
   a. How long can you go without food?
   b. How long can you go without water?
   c. What happens if you get wet?
   d. Could you signal to others?
4. Develop a set of survival situations similar to the following: "A group of hikers left the Salmon River trailhead early Saturday morning on a day hike. They informed two friends of their destination and anticipated to return in the evening. Shortly before dark the group loses the trail map, and becomes lost. The group has a little food left over from lunch and plenty of matches. What should the group do? What are their priorities?
5. Divide students into groups to role play and/or discuss the survival situation. Each group should develop a plan of action, and note survival priorities. When developing survival situations, begin the lesson with easy predicaments followed by situations including being lost in winter environments.

RANGER LESSON PLAN

Note: There are several excellent sources for cold weather survival situations. These sources are listed in the Resource Section of the Guide under "Outdoor Survival".

Considerations: Convincing the students to seriously role play the situations in the survival cards is the most difficult part of this lesson. Try to impress upon the students that survival is a serious situation.

FIELD TRIPS FOR FUN AND PROFIT

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FIELD TRIPS FOR FUN AND PROFIT

What It's All About

Field trips take time, energy, money, and especially planning. However, Ranger staff believes that field trips are well worth the effort. Experience has shown that many behavioral games can be accomplished while on field trips. Such experiences provide time to work with individual students, to focus on behavior, to be consistent with expectations and to be consistent in student discipline.

Experience

Hopefully, the reader has experience in taking field trips, if not, this guide may offer some helpful hints on planning, use of staff, sites, and time involved.

The Bus

Size Wise

The Ranger 36 passenger bus actually holds about 25 people of seventh grade size for long trips. Ranger field trips must therefore be limited to 25 people per trip, leaving some students at home.

Check It Out

Before departing on any field trip, be sure to spend time checking the bus. Be especially careful to check safety features, brakes, tires, oil and water. It is critical that the bus not break down on a trip which can only be accomplished with a preventative maintenance program.

The Ranger bus has a set of safety and practical rules which are written in the front of the bus. Ranger students need the discipline and structure of a consistent set of rules while on the bus. The first day of Ranger the staff explains the rules and how the bus works. If the reader is not sure what rules should be posted on a bus, our rules are listed below, each followed by a brief explanation.

Rules

How to make Benny the Bus run! Benny is good to us, he takes us all around the state, and we need to be good to him.

1. Sit in your seat at all times when the bus is moving, otherwise Benny stops until the problem is corrected.

2. Hands, arms, heads, and voices stay inside the window. Body parts must stay inside because of safety, voices stay inside because we represent Project Ranger when riding on the bus. Someone yelling out of a bus is not good public relations.

3. Eating food is all right, as long as wrappers and trash end up in the garbage can and not on the floor. The privilege of eating food is revoked when staff finds trash on the floor.

4. Drinks on the bus are not allowed. They are too dangerous while driving, and its too easy to spill. Sticky pop is no fun to clean up or sit in!

5. Climbing on the rack is forbidden unless a staff member has requested help. It is easy to fall and get hurt.

6. Don't hurt other people's feelings, bodies, or possessions.

Ranger follows the explanation of the rules with a 4 mph stop, so that students can see how the bus reacts when it is quickly stopped. Students almost always are willing to sit in their seats after this demonstration!

Drivers

When traveling more than 50 miles on a trip, be sure to have a minimum of two drivers. Driving is tiring. There is a tremendous responsibility involved in transporting students and this responsibility takes its toll on the driver. On extended trips, Ranger switches drivers approximately each hour of driving time. This procedure insures that all drivers are then fresh and ready for the road ahead.

Load Up'

When loading the bus for a field trip, reserve the last two seats for equipment. Place any equipment needed during the trip into this area. Put all student gear and other equipment on top of the bus. Take great care in looking down the top. Wet sleeping bags can ruin the trip!

Back Up Car

On any trips which are over 100 miles away, Ranger takes a back up car. This car serves three purposes. First of all, the back up car can go for help should a problem develop with the bus. Secondly, it provides a great time out spot for students who are having behavior problems on the bus. Some students just can't take being with so many people over an extended period of time. The car provides a great place to counsel with students and get to know individuals better. Finally, the back up car serves as an emergency vehicle should the need arise.

What To Do With The Kids

Bus trips can be one of the most profitable times spend with Ranger students. As an outdoor oriented program, Ranger students often travel on buses. While traveling on the bus, staff should move frequently around the bus as they stop and talk, start activities, and observe various students.

Contact as many students as possible during the ride. Traveling time on the bus should be "quality time" (instructional, counseling) not just a pat on the head or "how's the weather?" Time spent riding on the bus is prime time to learn more about individuals in depth through encouraging them to share about themselves.

Therefore, in order to gain the most out of bus riding time, staff can not isolate themselves in the front of the vehicle and yell, threaten or scold the rambunctious group of students behind them.

Be Aware!

Be constantly aware of what is happening in all parts of the bus. If a potential problem starts to develop, someone needs to move in before the problem explodes. Channel the students energy into more productive activities. Mini-counseling sessions can be held to resolve problems before students become physically involved. Often a simple word or a touch on the shoulder is all that is needed.

With an alert, quick, and thoughtful staff, bus trips (even long ones) can run extremely well involving much learning and contact with students.

What to do While on the Bus

There are several activities which can channel students energies into productive areas, rather than create chaos. Some of these activities can tie into the environmental lesson for the day such as crossword puzzles, maze games, and word scrambles. Students love to spend time in this way. Singing is a productive way to involve many students at the same time. Thumb wrestling and other manipulative games, such as knots, and puzzles, can keep individual students entertained for hours. Guessing games and environmental quiz competitions are often fun. Individual counseling, talking in small groups, and teaching activities can also be used with great success.

Schedule

The single most important factor to consider on field trips is to schedule stops so that students are never on the bus for more than two hours without a break. More stops can be scheduled if the group needs more breaks. These stops can include rest stops, stops of historic interest, natural history spots, or just a place for students to burn off some energy.

Equipment

Embarking on field trips with students may require some specialized equipment to insure the trip's success. Ranger prefers to travel independent of outside resources. This independence means that we take our own cooking gear, tents, and sleeping gear. While the equipment cost is initially greater, money is saved over time.

What To Ask:

The type and amount of equipment needed for a trip depends on following three factors:

1. The length of the trip; is it a day, overnight, or extended trip?
2. The facilities available at the trip's destination; will there be buildings, or tents? Will the cooking be done by someone else?
3. The weather? All our trips are planned with rain in mind. If the weather is nice, we bask in the sun, however, we are always prepared for the worst.

Once these questions have been answered, preparation of an equipment list becomes easier. Included on the following lists are sample equipment for day trips, overnights and extended trips.

What To Take...

Sample Day Trip List

Lunches
Raingear
Extra Clothes
Binoculars
Work Sheets
Knot Ropes
First Aid Kit
Water Test Kits

Sample Overnight and Extended Trip List

Tents
Poles
Pegs
Hammers
Plastic Tarps
Sleeping Bags
Ensolite Pads
Axe
Lantern
Cooking Gear
Utensils
Pots and Pans
Coleman Stove or
Svea Backpack Stoves
Food
Bus Games and Worksheets
Binoculars
Paper and Pencils

Day Packs
Reference Books
Fuel
Playground Balls and Bat
Clipboards and Pencils

The prime consideration is selecting equipment for a trip is the environment. The environment dictates how much and what kind of equipment will be needed more than the length of the trip or number of students. Let common sense be your guide and always go overprepared!

Food and Cooking

Buying food and cooking for a large group is one area that strikes terror in the hearts of many field trippers. The problem is solved if a site is selected which cooks for groups, however, cooking with students can be a valuable (and memorable) learning experience for all involved.

What Kind Of Food!

There are a few basic axioms to use in selecting and purchasing food. First of all, don't go and buy fancy dehydrated food from the local backpacking store. This food is much too expensive to consider. There are numerous foods which can be purchased in the grocery store that keep for long periods and cook up quickly. Shy away from foods that need refrigeration, it's just too hard to provide on an extended trip. Oversee, keep meals simple, feeding a group of 25 is no easy task.

The first question to ask before planning the menu is whether or not students and/or staff will be doing the cooking as a crew for the group. Other options include staff or parents cooking which maximizes instructional time, or cooking as a large group or in teams with everyone involved.

Who's Cooking

Where time is limited, (and you can stand criticism of your cooking) a cook crew composed of students/staff works well. A crew cooking for the total group usually takes less time to prepare the food, serve, and clean up.

If there is lots of time, and the equipment is available, have students work in groups of three or four to prepare, serve, and clean up their own meals. If dinner turns out lousy, the group has only themselves to blame. Menus also need to be simpler when students are cooking. It is a great learning experience for the students. Students who typically don't read directions soon learn to look at the box before they add the water!

Menu's Menu's...

In planning menus, try to select dishes which students like and will eat. Hot dogs, hamburgers, macaroni and cheese, and spaghetti have turned out to be Ranger favorites. Keep the meals simple and fairly well balanced. Consider cost when planning the menu and the total food budget for the trip. If the group has decided to have a cook crew for the total group, menus can be somewhat more complex. A sample menu is included to help give ideas.

MENU

Day One

Lunch:	Students bring their own
Dinner:	Clams (caught by students) Hot Dogs Potato Chips Fruit Salad; Apples, Oranges, Bananas, Raisins Popcorn

Day Two

Breakfast:	Sweet Rolls Hot Chocolate Tang French Toast
Lunch:	Raisins Carrots Apples Peanut Butter-Jam Sandwiches Potato Chips Cookies/Candy Bars Lemonade/Milk
Dinner:	Dairy Queen Some-mores

Day Three

Breakfast:	Tang Bananas Cold Cereal Raisins Sweet Rolls Hot Chocolate
Lunch:	Same as Day Two

On field trips involving student made sack lunches from home, experience has shown that it is wise to collect the lunches at the beginning of the trip, otherwise students eat their food before lunch and end up foodless at lunch! Hungry students are cranky students! Take plenty of food along.

Who Should Buy It?

When purchasing food, another question becomes apparent. Should staff buy the food or students? Ranger has done both, again time should be the deciding factor.

When staff buys the food it usually takes less time and there are fewer hassles. A small group of students can also purchase food as long as they are adequately prepared and supervised by staff. Purchasing food can be a great learning experience.

Whoever buys the food and cooks. . . . Happy cooking and good luck!

Planning the Trip

Field trips should be a logical extension of the environmental curriculum. Each trip should be planned to provide natural learning experiences and a great deal of fun, while utilizing the features of the area visited. Remember, planning the trip is 75 percent of the work.

Finding a trip site might be the biggest obstacle to overcome. Utilize the creativity of the staff and brainstorm for places which tie into the curriculum, are safe for students, and have the facilities necessary for the trip.

One base of operations might be an organized camp or a county park. State parks are great and inexpensive especially if they have group camping areas. Check to see if reservations are needed. When brainstorming about a site keep these questions in mind. How long will it take to get there? Can the students sit that long? Are there hazards to students such as rattlesnakes, cliffs, waterways, or railroads? Does the site take reservations? (Plan early enough to insure a spot.) Does the site have enough attractions to keep students interested for two long days? If not, have some other ideas in mind.

A pre-trip visitation to the selected site should be considered. This visit can be used to check schedules. Check out hazards, set boundaries, and see what the site has to offer in terms of activities and lessons. It saves a lot of confusion when someone knows where things are and what to do when the group arrives.

Insurance? Student field trip insurance should be purchased for each extended trip. School Districts usually have a local agent from which insurance can be purchased.

Permission Slips There is an art to writing a complete permission slip! Each slip should contain the following information.

1. Purpose of the trip.
2. Description of student activities on the trip.
3. Trip dates.
4. Arrival/departure times and places.
5. Equipment/clothing list.
6. What students should not bring.
7. Where parents can get more information about the trip.
8. Trip, itinerary.
9. Permission slip which is returned to school.
10. Extended trips should include emergency numbers, addresses, and a daily schedule.

The portion of the slip which is returned to school should have a place for the student's name, the name of the trip, the dates, and the parent's or guardian's signature. The permission slips on pages 286, 287, 303 are meant to serve as sample guides.

Scheduling The trip schedule should be filled with activities! A busy student is one who has little time to get into trouble. Allow some time for individual pursuits, both for staff and students. If students start having problems, check the schedule, it might be the cause. Bored students will look for or manufacture trouble. Tired students become cranky.

Student Behavior on The Field Trip

The management program on a field trip should be essentially the same as a school based program. The staff will need to be creative and consistent in dealing with problem situations.

Hints The following are a few hints to help insure a smoothly run field trip.

1. The student must be responsible for his/her actions. For extended trips insert a short section in the permission slip which places responsibility for a student's actions on the student. Make expectations for behavior clear before the trip. If staff have doubts about a particular student receive a commitment from the student before the trip regarding appropriate behavior and discuss staff concerns and the commitment with his/her parents.

2. For students who often have problems, select a staff member to work with the student one on one. Place the student in a group as long as he/she can handle the situation, and then move to a one on one experience.

3. Isolate students if necessary. Use a back up car (if there is one) as a time out spot. Most problems can be avoided if they are anticipated.

4. Although Ranger has never sent a student home from a field trip, returning a child home for extreme and repeated inappropriate behavior can serve as a last resort.

Modeling

5. The staff can have a tremendous effect on the behavior of student through modeling appropriate behavior. Behaviors should be modeled that staff would like to see exhibited by students. Often times, problems can be traced to the behavior of a staff member.

6. The power of the positive should never be underestimated. Catch a group being good and compliment them! Reinforce appropriate actions, rather than focus on problems. With a few positives, many problems can be avoided.

Practice!

Each term, Ranger uses a sequence of field trips which begins with a long field trip, and progresses to extended field trips (duration of 2-5 days). The initial day trips allow students a chance to practice appropriate behaviors and staff a chance to try skills. A day trip can also give the staff an opportunity to determine if any students are not ready for a long trip.

With careful planning, anticipation of problems, and an alert and thoughtful staff, field trips can be the high point of a Ranger term both for students and staff.

The remainder of this section contains information regarding favorite Ranger field trips.

BONNEVILLE OVERNIGHT FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: The field trip provides a first hand look at Bonneville Dam and the fish hatchery. Students will learn about the concept of hydroelectric power. Students also develop outdoor skills in an overnight situation.

List of Activities:

1. Super Sandy River Scavenger Hunt
2. Hike
3. Dinner Preparation
4. Night Hike
5. Campfire
6. Fish Hatchery Visitation
7. Bonneville Dam Visitation
8. Capture the Flag Game

Description of Activities:

1. Super Sandy River Scavenger Hunt

   This activity familiarizes students with the Sandy River and its surrounding environment. A copy of the scavenger hunt is found on pages 314-315.

2. Hike

   Students can take a short hike up to Latourell Falls and a 3 mile hike on the Horsetail Falls loop. At Latourell Falls, students can hunt for salamanders and view colomner basalt. Along the Horsetail Falls loop, students can study common plants and listen for "forest sounds."

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BONNEVILLE OVERNIGHT FIELD TRIP

Description of Activities Cont.:

3. Dinner Preparation

   Students can be responsible for cooking their own dinner. Each group is given a Svea stove and the needed food supplies. Students will need to assign duties within each group and follow cooking directions on food packages. This activity provides an excellent opportunity to observe and discuss group interactions. The group which works best together will usually end first. Praise groups that work well together and help other teams to avoid extreme frustrations.

4. Night Hike

   Students can explore the immediate environment during darkness and listen for evening sounds. Students should bring flashlights for emergency use only. This activity increases students comfort zones and develops trust among themselves.

5. Campfire

   This activity may include guitar playing, singing, skits, story telling, reading, marshmellows and/or "some-mores."

6. Fish Hatchery Visitation

   Take a self-guided tour of hatchery. Note salmon fingerlings, sturgeon/trout ponds and feed the trout with fish pellets. Note fish cycles, migrations and purposes of hatchery.

7. Bonneville Dam Visitation

   Sign up in advance for the tour. This tour will include information on operating principles of the day and offers a first hand look at the fish ladder, generators, locks and reservoir.

8. Capture the Flag Game

   A favorite Ranger activity that ends the field trip on a very positive note.

BONNEVILLE OVERNIGHT FIELD TRIP

DAY ONE

8:30	Pick-up Students
9:00	Class Meeting Load Bus
9:45	Depart
10:30	Super Sandy River Scavenger Hunt: Stop along river across from Lewis and Clark State Park
11:00	Depart Sandy River Drive to Latourell Falls Park Take a rest stop if needed at Debney Park Stop for views at a Women's Garden Club Lookout/Crown Point
12:00	Arrive Latourell Falls Eat Lunch Hike up to falls
1:00	Depart Latourell Drive to Oneota Gorge
1:30	Arrive Oneota Gorge Hike Horsetail Falls Loop - approximately 3 miles
3:30	Arrive Horsetail Falls Depart for Viento State Park Take a rest stop at Ainsworth State Park
5:00	Arrive Viento State Park Unload and set-up tents
6:00	Start Dinner
7:00	Evening Activity: Night Hike
8:00	Campfire
9:00	Bed

BONNEVILLE OVERNIGHT FIELD TRIP

DAY TWO

7:00	Rise and Shine Cook Breakfast Pack personal gear and load on bus
7:30	Eat Breakfast
8:00	Load Bus Clean-up Area
8:30	Depart
9:00	Arrive Fish Hatchery Tour Hatchery
10:00	Tour Bonneville Dam
11:45	Lunch at Bonneville Park
12:30	Depart for Rooster Rock State Park
1:00	Capture the Flag
1:45	Depart
2:30	Arrive at Schools

CAPE ARAGO FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will compare and contrast the coastal Ecology/Geology with other areas in the state, and apply the concepts of marine biology previously learned.

List of Activities:

1. OSU Marine Science Center
2. Nature Hike, Boat Basin, Bastendorf Beach, South Cave, Fossil Point, and Sunset Bay
3. Shore Acres State Park
4. Simpson Reef/Shell Island
5. Sand Dunes
6. Visit Foreign Ship
7. Night Walk
8. Honeyman State Park

Description of Activities:

1. OSU Marine Science Center

   The Marine Science Center is a great place to visit because of the facility's many acquariums. It is a good spot to stop either to or from Cape Huago.

2. Nature Hike, Boat Basin, Bastendorf Beach, South Cave, Fossil Point, and Sunset Bay

   The above lessons are available from Terramar Field Science Activity:

   Box 5377
   Charleston, Oregon 97420
   Bill Arbus, Director

3. Shore Acres State Park

   Several activities can be carried out at the

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CAPE ARAGO FIELD TRIP

Description of Activities Cont.:

park. Shore Acres features spectacular cliff area, a small cove and beach, a formal garden, and a large play field. Biological and recreational activities are well suited for this area. There are several potential dangers so the staff must be especially vigilant. At Shore Acres the following behavioral skills can be stressed: following directions, staying together, paying attention, building an appreciation for out-of-doors.

4. Simpson Reef/Shell Island

This area can only be reached on a low tide. Care must be taken not to overextend a visit. Also one should be careful of the rocks and the slick, "seaweedy" areas. The island is a great place to observe seals and sea lions in their natural habitat. Simpson Reef has a very large permanent population of Sea Lions. Students must be extremely careful not to approach the Sea Lions too closely. Staff members should have a basic understanding of reef Biology/Ecology, and reef inhabitants. Shell Island is also a good place to collect pieces of shells to be used later in making of jewelry. The following behavioral goals can be stressed: following directions, moving together in a group, paying attention, building empathy and appreciation for the out-of-doors, group cooperation/teamwork.

5. Sand Dunes

The Coos Bay area has a very large expanse of sand dunes. In particular, Horsefall Beach area is a good place to study dune Ecology and Biology. The dunes are also a good place for recreational activities. Staff should have some knowledge of Sand Dune structure, succession, basic Biology and Ecology. Moving as a group, cooperation/teamwor, following direction, paying attention, should be stressed.

6. Visit Foreign Ship

A ship visitation should be set up ahead of time so that a tour can be arranged. Ships have several potential dangers of which students

CAPE ARAGO FIELD TRIP

Description of
Activities Cont.:

should be aware including falling overboard, getting in the way of longshore operations, slipping on a wet deck or stairway and/or hitting one's head on a bulkhead. Paying attention, following directions, staying together, cooperation, and safety should be stressed.

7. Night Walk

Wherever a group is staying, a Night Walk can be a valuable experience for the participants. Night Walks test all of the senses, force the student to use senses he/she would not normally depend on. The staff must be familiar with the Night Walk route so that no unsuspecting hazards arise. These kinds of walks go a long way in expanding a student's comfort zone, building self-concept, and doing away with fears of darkness. Other behavioral goals to be stressed are staying together, paying attention, following directions, and group cooperation/teamwork.

8. Honeyman State Park

This park is a great rest and recreation stop. The area has bathroom facilities. Staff must be careful so that students do not wander off in the sand dunes or fall in the lake. Honeyman is a good place to study sand dune lakes, dune Ecology/Biology and succession.

Cape Arago Field Trip

PROJECT·RANGER

Dear Parents:

The field trip to Cape Arago is rapidly approaching. The dates of the field trip are ________________. The students will be staying at Cape Arago on ________________ nights. Studies during the day will concentrate on the marine biology and coastal ecology of the areas which we visit. The attached itinerary outlines our schedule for the field trip.

This is a voluntary field trip, students are not required to participate. There will be a $25.00 charge for this field trip to cover room and board and materials. This money should be earned by the students. Scholarships, where needed, should be arranged with each principal no later than _________. Reservations are now being taken on a first come first served basis for the trip and can be held by sending in the $25.00. Checks should be made out to Project Ranger. There are spaces for a maximum of 22 students. Students who do not participate in this trip will have the option to go on the Cape Lookout field trip. Permission slips for that trip will be sent out after the Cape Arago trip.

We will be leaving on our field trip to Cape Arago on _________ and return _____________. Participating students should be at Portsmouth School at 8:15 a.m. to load their gear on board. The bus will leave at 8:45 a.m. Due to our tight schedule we will not be able to wait for late students.

Students should plan to take the following items:

boots-rubber would be better
      if you have a choice
one pair tennis shoes
underwear/socks
2 extra shirts
1 warm sweater
1 warm jacket
rain gear

CAPE ARAGO FIELD TRIP

stocking cap
gloves or mittens
pajamas
towel
toilet articles
sleeping bag

Students do get wet and should have adequate changes of clothes. Also it is sometimes very cold especially early in the morning.

OPTIONAL: Binoculars, flashlight, pair of shorts
Ranger has a limited number of sleeping bags for loan to students.

Students SHOULD NOT bring knives or radios. There is no need for spending money.

!!!! Think small when packing, the bus storage space is very limited.

In the event that you need to contact your child during the week call the following numbers:

Terramar Field Study Station
Box 5377
Charleston, Oregon 97420
phone : 888-4753 or 756-4261

On the field trips students are to act in a responsible manner. If a student is unable to behave in a responsible manner, and adhere to the rules of the trip, the parents and school will be contacted. The student will then be sent home via Greyhound Bus forfeiting the remaining money for unused room and board. Please discuss this with your child.

We will be arriving home on ________ in the late afternoon or early evening. Parents will be phoned by volunteer mothers approximately 30 minutes before we arrive at Portsmouth School. Please arrange to have someone to pick up your child at Portsmouth School available at home at this time.

The Ranger staff is looking forward to a great field trip! It you have any questions please call me at 286-0532 or leave messages at 285-7739.

Sincerely,

* *

________ Yes, I give my permission for my child to go on the Cape Arago Field Trip ____________.
________ Enclosed is $25.00 to pay for the trip.
________ My child will need to borrow a Ranger sleeping bag.
________ I would like to be a volunteer phone parent, ______________.

signature parent/guardian

CAPE ARAGO FIELD TRIP

Cape Arago Itinerary

Day One

8:30 a.m.	Load bus, Portsmouth School
8:50	Depart Portsmouth School
10:30	Rest stop, Van Duzer Corridor
11:30	Lunch stop, Lincoln City Beach
1:00p.m.	Marine Science Center, Newport: Tour
2:30	Sea Lion/Shore Bird Viewing, Roadside turnoff near Sea Lion Caves
3:15	Honeyman State Park
4:45	Arrive at Cape Arago, move in
6:00	Dinner
7:00	Marine Animal Slides
8:00	Volleyball Game
9:30	Hit the sack

Day Two

7:00 a.m.	Rise and Shine
7:30	Breakfast and clean quarters
8:15	Group Meeting, 1st field lab
11:00	Indoor lab
12:30 p.m.	Munch a bunch for lunch
2:00	Second Field Lab
5:00	Geology of Sunset Bay, Cape Arago
6:00	Dinner
7:00	Recreation
8:00	Camp Fire
9:00	Good Night

CAPE ARAGO FIELD TRIP

Day Three

5:30 a.m.	Rise and Shine
6:00	Morning Snack
6:20	Cape Arago: South Cove
9:30	Breakfast
10:30	Field lab
1:00 p.m.	Lunch
2:00	Sand Dunes
5:00	Foreign Ship Visitation
7:00	Dinner
8:00	Film Night
9:30	It's been a long day!

Day Four

5:30 a.m.	Last Morning!
6:00	Breakfast
6:30	Cape Arago: North Cove
9:30	Pack up, clean up
10:00	Favorite Activity
12:15 p.m.	Lunch
12:45	Leave for home

Field Labs:
Stream table, coastal art, nature trail, boat basin biology, high tide pools, Fossil Point.

CAPE LOOKOUT FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will gain an awareness of the marine environment, and formulate comparisons between coastal Ecology and the Willamette Valley.

List of Activities:

1. Netarts Spit/Estuary Ecology
2. Clamming/Netarts Bay
3. Cape Lookout Trail
4. Sand Lake
5. Oceanside

Description of Activities:

1. Netarts Spit/Estuary Ecology

   A hike down Netarts Spit to Netarts Bay, is a great place to study Estuary Ecology. Vegetation patterns, marine life, and sedimentation can be explored. Behavioral goals should focus on working as a group, following directions, and group movement.

2. Netarts Bay Clamming

   An educational experience for all! This exercise focuses on the habits of clams, how to dig them, cleaning, and regulations governing harvesting. Behavioral goals such as listening skills, group movement, safety, and direction following can be stressed.

3. Cape Lookout Trail

   On a hike out to the end of the Cape students can study Ecology of the coastal forest, Geology of the area, and the bird life located near the end of the cape. Group cooperation, teamwork, individual responsibility, and observational skills can be stressed.

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CAPE LOOKOUT FIELD TRIP

Description of Activities Cont.:

4. Sand Lake

   A great place to study dune formation and sand dune Ecology. An ever changing sandy bay is also near. Following directions, working within limits, and individual responsibility can be stressed

5. Oceanside

   At very low tides, tidepools can be found. However, at less than the lowest tide, the tidepools cease to exist. There are many shells here that make excellent necklaces. Behavioral goals include working independently/constructive use of an extended period of time.

Cape Lookout Field Trip

PROJECT·RANGER

Dear Parents:

The field trip to Cape Lookout State Park is rapidly approaching. The dates of the field trip are _______________. The students will be staying at Cape Lookout State Park on _____________ nights. Studies during the day will concentrate on the marine biology and coastal ecology of the areas we visit. The attached itinerary outlines our schedule for the field trip.

This is a voluntary trip, students are not required to participate. There will be a $12.00 charge for this field trip to cover the expenses. This money should be earned by the students. Scholarships, where needed, should be arranged with each principal no later than _________. Reservations are now being taken first come, first serve basis for the trip and can be held by sending in the $12.00. Checks should be made out to Project Ranger. There are spaces for a maximum of 22 students. Students who do not participate in this trip will be in their regular schools the entire week of ___________.

We will be leaving on our field trip to Cape Lookout on ______________ and return __________. Participating students should be at Portsmouth School at 8:15 a.m. to load their gear on the bus. The bus will leave at 8:50 a.m. Due to our tight schedule we will not be able to wait for late students.

Students should plan to take the following items:

boots - rubber would be better if you have a choice
one pair tennis shoes
underwear/socks
2 extra shirts
1 warm sweater
1 warm jacket
raingear
stocking cap
gloves or mittens
pajamas
towel
toilet articles
sleeping bag
ensolite foam pad
bowls and spoons

CAPE LOOKOUT FIELD TRIP

Students do get wet and should have adequate changes of clothes. Also it is sometimes very cold at the coast, especially in the morning. We will be staying in tents at the state park and students should have warm pajamas.

OPTIONAL: Binoculars, flashlight, and pair of shorts.

Ranger has a limited number of sleeping bags for loan to students.

Student SHOULD NOT bring knives or radios. There is no need for spending money.

!!!!!! Think small when packing, the bus storage space is very limited.

In the event that you need to contact your child during the week call the following number:

Cape Lookout State Park
13000 Whiskey Creek Rd. W.
Tillamook, Oregon 97141
phone: 842-4981/Ion Herring, district park manager

On field trips students are to act in a responsible manner. If a student is unable to behave in a responsible manner, and adhere to the rules of the trip, the parents and school will be contacted. The student will then be sent home via Greyhound Bus forfeiting the remaining money for unused room and board. Please discuss this with your child.

We will be arriving home on __________ in the late afternoon or early evening. Parents will be phoned by volunteer mothers approximately 30 minutes before we arrive at Portsmouth School. Please arrange to have someone to pick up your child at Portsmouth School available at home at this time.

Ranger staff is looking forward to a great field trip! If you have any questions please call at 286-0523 or leave messages at Portsmouth School 285-7739.

Sincerely,

* *

__________ Yes, I give my permission for __________________ to go on the Cape Lookout Field Trip, ______________.
__________ Enclosed is $12.00 to pay for the trip.
__________ My child will need to borrow a Ranger sleeping bag.
__________ I would like to be a volunteer phone parent, ______________
phone number

____
signature of parent/guardian

CAPE LOOKOUT FIELD TRIP

Cape Lookout Itinerary

Day One

8:30 a.m.	Load Bus, Portsmouth School, Collect lunches !!!
8:50	Leave Portsmouth
10:00	Rest stop, Wilson River Highway
11:00	Arrive Cape Lookout State Park Set up camp !!! Unpack !!! Unload !!!
12:00	Lunch a bunch
1:00 p.m.	Field Lab - Netarts Spit, Estuary Ecology
3:30	Leave for clamming
5:30	Return to camp, prepare dinner
6:00	Dinner and clean-up !!!
7:00	On the beach for fun !!!
8:00	Campfire and goodies
9:30	Hit the sack !!!

Day Two

7:00 a.m.	Get up, up, up with the buttercups!
7:30	Breakfast and clean-up
8:15	Off to Cape Lookout - hike Cape Lookout Trail
10:45	Return to camp .... hike back??
11:00	Lunch
12:00	Leave for Sand Lake - dune ecology, lake ecology
3:00 p.m.	Leave for Oceanside Tidepools - tidepooling, shell hunting, and necklaces
5:30	Leave for Tillamook Dairy Queen - 1.50 per person
6:30	Capture the flag, rattails, pylons, and frisbee

CAPE LOOKOUT FIELD TRIP

8:00	Campfire
9:30	Beddy bye
Day Three	
7:00 a.m.	Wakey, Wakey
7:30	Breakfast
8:00	Pack it up !!!
8:45	Leave for Cape Mears, Bay Ocean
10:30	Tillamook Cheese Factory
11:30	Neahkanie Mountain
12:00	Lunch at Short Sands
2:00 p.m.	Fort Clatsop, Astor Column
3:00	Leave Astoria
5:00	Arrive Portsmouth

CAPE LOOKOUT FIELD TRIP

MENU

Day One

Lunch: Students bring their own

Dinner: Clams (caught by students)
Hot dogs
Macaroni and cheese
Potato chips
Fruit salad; apples, oranges, bananas, raisins
Popcorn

Day Two

Breakfast:
Sweet rolls
Hot chocolate
Tang
French toast

Lunch: Raisins
Carrots
Apples
Peanut butter-jam
Milk
Bologna
Lemonade
Potato chips
Cookies/candy bars

Dinner: Dairy Queen
Some-mores

Day Three

Breakfast:
Sweet rolls
Hot chocolate
Cold Cereal
Tang
Bananas
Raisins

Lunch: Same as Day Two

CAPE LOOKOUT FIELD TRIP

Cape Lookout Equipment List

clipboards
pencils
lantern
coleman stove
fuel
axe
polaski
binoculars
reference books - birds, mammals, insects, and amphibians
daypack (7)
first aid kit
dishpan
knives
big spoons
ladle
big pots and lids
water bottles
dish soap and scrubber
shovels (7)
rope course - biners, prussicks, slings, goldlines
baseball and bats
frisbees
McClouds (3)
fire extinguisher
plaster
cooler
extra sleeping bags (5)
plastic tarps
tents
buckets (3)
bus games
brooms (2)
dustpan (1)
film
Ranger camera
flash bulbs

CASCADE HEAD FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: While at Cascade Head students will compare and contrast coastal Ecology with areas visited on other trips, and gain an awareness of the coastal system.

List of Activities:

1. Meet a Tree
2. Blind Rope Walk
3. Trust Walk
4. Invent a Plant
5. Cinquain
6. Geology Discussion, Compare with Malheur
7. How Do You Measure Up?

Description of Activities:

1. Meet a Tree

   This exercise utilizes the senses of touch, smell and sound. Students should work in twos or threes. One student is blindfolded. The other students lead him/her to a tree. The blindfolded student tries to find some way to identify the tree. When the blindfolded student has chosen the characteristics to identify the trees, he/she is led back to the starting point, the blindfold removed, and asked to find the same tree, using all the senses.

2. Blind Rope Walk

   Students are deprived of the use of sight while following a rope along a circuitous route. Blindfolds should be placed on students. Then students are led to the start of the course. The students walk along using the rope for a guide, their feet as sensors. The course should be difficult enough to challenge the best of students, yet allow everyone to have some success.

page 300 blank.

3. Trust Walk

   Simply a variation of the rope walk where students are led by another student and must trust the other person to "see" for them.

4. Invent a Plant

   A study of plant adaptions can be interesting. Explore a particular environment looking for a special adaptation by the plant. How is the plant specially adapted and to what? Why does it live in this particular place? How must plant adaptations be different from animal adaptations? Could this plant be moved and still live?
   - a. one foot
   - b. fifty feet
   - c. 1/2 mile

   Next, have students design a plant especially adapted to a particular environment. What are the adaptations needed and how did the students solve the problem? Creative thinkers work here!

5. Cinquain

   A neat creative arts activity. Here students compose a Cinquain to capture the feeling of the coastal forest, end of the Head or the broad grass field.
   - a. A one word subject
   - b. Two adjectives describing the subject
   - c. Three verbs telling action about the subject
   - d. A phrase containing four or five words which tells a feeling about the subject
   - e. A synonym for the subject

6. Geology Discussion

   Discuss the Geology of the Cascade Head and make comparisons to the Malheur Area. Cascade Head Geology: Cascade Head is the result of a submarine lava flow which occurred during the Eocene Epoch at a time when most of Western Oregon was dominated by a shallow sea. The Eocene Epoch was about 58 million years ago. In some areas the depth of the flows was up to 10,000 feet. A chain of volcanoes much like the Aleutian chain probably extended inland where the Coast Range now stands, the shallow sea extended inland to the Cascades. In Central

Oregon was a subtropical climate with palm trees, rhinos, crocodiles, and 4-toed horses. Cascade volcanoes are very active.

7. How Do You Measure Up?

Frequently city kids have no feeling for the "bigness" of trees in the coastal forest. As a group effort, measure the circumference of a large tree (probably a spruce or cedar). Lock hands to measure the distance around. Break the circle at one point and move it to a place where it can be shown as a straight line. Large trees are frequently 18' - 20' in circumference. Pace off the distance, measure and relate the circumference to feet (or meters).

PROJECT·RANGER

Cascade Head Field Trip

Dear Parents:

On ____________________ Ranger students will take a field trip to Cascade Head on the Oregon Coast to study the geology and ecology of the area, and to compare the coastal environment with other parts of the state.

The Ranger bus will pick up students at school at the regular time and return them to their schools between 4:30 and 5:30 p.m. Students should be sure to dress for the weather and bring a sack lunch. Free lunches will be available for those on the free lunch program.

If you have any questions about this trip, please call us at Linnton School, 286-0523 or leave a message at Portsmouth School, 285-7739.

Thank you.

Sincerely,

I give my permission for my child to participate on the Cascade Head Field Trip.

____
(Parent/Guardian Signature)

CASCADE HEAD SCHEDULE

8:30 - 9:00	Pick up Students
10:00	Rest Stop Van Duzer Corridor
11:00	Arrive at Cascade Head Nature Conservancy
	Eat Lunch
11:30	Hike Trail to Head
	Conduct two Activities Enroute
12:30	Arrive End of Cascade Head
	Conduct Two Activities Enroute to the Bus
2:00	Arrive at Bus
2:15	Head for Home
3:00	Rest Stop - Van Duzer Corridor
4:30	Return to School

CHERRY GROVE OVERNIGHT

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will observe a community practicing recycling techniques, gardening and timber management. Participants will work projects for direct experience in raising food and managing a forest. Students will also explore such pioneer crafts such as lashing, candle making, teas from wild plants and weaving.

List of Activities:

1. Timber Management
2. Hikes
3. Capture the Flag
4. Work Project
5. Pioneer Crafts

Description of Activities:

1. Timber Management

   The Cherry Grove staff offers a two hour hike through their back acreage to examine and explain some basic concepts of timber management. Staff questions set the tone for student behavior and a work project helps arouse interest in the tour.

2. Hikes

   Various themes including edible plants, survival on bird watching help maintain students interest and imagination along the hike.

3. Capture the Flag

   This game is used as a way to run off energy and practice some team work before settling down to campfire and bedtime. See the Ropes course/ Initiative Tests.

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CHERRY GROVE OVERNIGHT

Description of Activities Cont.:

4. Work Project

   Farm work projects should be related to raising food or recycling for the Cherry Grove Center. Through participators, students gain some first hand experience at gardening or recycling while accomplishing a goal of which they can feel proud.

5. Pioneer Crafts

   By raising the consciousness of how the early settlers met the needs of daily living off the land, students can compare energy use levels between their lives and the pioneers' lives. Some crafts to try are candle making, weaving, lashing, carving using native slants for tea, food and drying.

PROJECT·RANGER

Dear Parents:

On May 20-21, 1978, Project Ranger students in the Tuesday and Thursday group are invited to participate on a field trip to the Cherry Grove Farm in Washington County near Haag Lake.

Cherry Grove Farm is an environmentally conscious community which practices recycling, organic farming, energy conservation, and bee keeping. Students participating on this field trip will be learning about these topics from the Cherry Grove Educational Staff.

The cost of this field trip is $3.00 which covers each participant's food and lodging. Working scholarships are available to students who can not afford the $3.00 expense. Please call Ranger, 286-0523 or 285-7739 for further information.

Students should bring the following items for the field trip:

Pajamas
Sleeping Bag
Foam Pad for Underneath Sleeping Bag
Toilet Articles
Cup and Spoon
Lunch for Thursday Noon (free lunch will be provided for students on the free lunch program)
Optional: flashlight, camera

Ranger have several sleeping bags and foam pads to lend for those students in need. Please check the appropriate box if your child needs to borrow a Ranger pad or bag.

Students not participating on this field trip should attend their school on Thursday and Friday.

Please read the attached itinerary for further information about this field trip! Please contact me if you have any questions at Portsmouth School, 285-7739 or Linnton School, 286-0523.

Sincerely,

Karen McCann
Project Ranger Coordinator

Please return this slip

I give my permission for____________________________
Student

to participate on the Ranger Overnight, May 20-21, 1978.

____
Parent/Guardian

__________ My child needs to borrow a sleeping bag.

__________ My child needs to borrow a foam pad.

CHERRY GROVE OVERNIGHT

SCHEDULE

8:30 a.m.	Pick Up Students at Schools
9:00	Load Gear From Linnton School
10:00	Drive to Cherry Grove
11:00	Unload Gear Explain Rules and Boundaries
11:30	Lunch
12:00	Explore Immediate Area
1:00 p.m.	Timber Management
3:00	Hike
5:00	Prepare Dinner
6:00	Eat
6:30	Clean Up, Set Up Tents
7:00	Capture the Flag
8:00	Campfire
9:00	Bedtime
9:15	Lights Out
7:00 a.m.	Wake Up
7:30	Breakfast
8:00	Divide Into Two Groups Group A: Work Projects Group B: Pioneer Crafts
10:00	Switch Groups
12:00	Lunch
12:30	Pack Up and Load Bus
1:15	Leave for Home

COLUMBIA GORGE FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will gain a greater awareness of the Ecology and Geology of the Columbia Gorge.

List of Activities:

1. Sandy River Scavenger Hunt
2. Troutdale Formation
3. Forest Hike

Description of Activities:

1. Sandy River Scavenger Hunt

   The purpose of this activity is to reinforce previously learned knowledge about geology. This lesson will include exercises in stream flow patterns, sedimentation patterns, identification of specific formations. The scavenger hunt requires several behavioral skills. These include direction following, group problem solving, teamwork, cooperation, staying together in a group, and outdoor manners and safety. The staff needs to know some basic Geology.

2. Troutdale Formation and Viewpoint Observation

   These are stops on route where students observe specific geological phenomena and the configuration of the Gorge. Staff needs to be visually familiar with the Gorge and know some basic geology. Group cooperation, safety, bus behavior, and group movement skills are stressed.

3. Forest Hike

   The lessons included in the Forest Hike are taken from OBIS. (A complete reference can be found in the Resource Section under Environmental Teaching Materials.)

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COLUMBIA GORGE FIELD TRIP

SUPER SANDY RIVER SCAVENGER HUNT!!

The objective of this Super Scavenger Hunt is to see which group can follow directions the best, and still apply some geological knowledge to the whole affair!!!

Follow the directions as closely as you can, work together as a team and complete the work accurately. GOOD LUCK.

FIRST: Find a convenient spot along the river where the water is flowing around a rock which sticks above the surface. Pour some of the dye into the water. Observe what happens. Where does the dye go??? Does it stay in any one place any longer than any other places? Draw a sketch of what your group observes. Label it as necessary.

SECOND: Find the larger empty glass jar. Fill it half full of water. Collect some small pebbles and put them on the bottom of the jar. Next take two handfuls of sand, and add that to the jar. Next find some very fine sand or silty soil. Add that to the jar. Add, exactly, three small sticks. Draw a sketch of what the layers in the jar look like. Which layer settles the fastest and which the slowest? Shake the jar. What happens to the layers? Are they the same as before? Add one more ingredient of your groups choice. Your entire group must agree on the addition. No cheating on this one. Before you add the mystery ingredient predict where it will end up among the layers. Record your predictions!!!!

If you have made it this far, Congratulations!

If the layers in your glass jar turned to rock, what kind of rock would it be?____

What is the most common rock where you are standing?____________

What time is it?____

Find and collect one leaf from a Red Alder.

If the North Star were to move to the south, would it still snow in the Arctic???____

What color is the dye that you used? Be specific______________

COLUMBIA GORGE FIELD TRIP

A place in the river where particles are deposited is called
a ____

Last week we did an exercise with sand and plaster of paris where
the sand washed away leaving the "lava". This was an example of

____

What river are you on?____

Write down a definition of a gorge______________________________

____

How many question marks are contained in this handout?__________

Make a best guess as to how fast the river is flowing?__________

A ___________________ is a mass of ice that slowly moves.

A ________________________ has steep, rugged sides and is usually above

2000 feet.

An isolated hill is a ____

The walls of the Columbia Gorge are made mostly of ________________

What is the nearest town?____

What is it also the name of???____________________________________

COLUMBIA GORGE FIELD TRIP

PROJECT·RANGER

October 4, 1976

Dear Parents:

On Thursday, October 7, 1976, Ranger students will be taking a field trip into the Columbia Gorge. Participating students will be learning about the ecololgy and geology of the area and hiking one of the lower gorge trails.

The Ranger bus will pick students up at the regular time at school and return them to school between 3:00 and 4:00 p.m. Students should dress for the weather and bring a sack lunch. Free lunches will be provided for those on the free lunch program.

If you have any questions about this trip, please call us at Linnton School, 286-0523 or leave a message for us at Portsmouth School, 285-7739.

Thank you.

Sincerely,

________ I give my permission for my child to participate on the Ranger Columbia Gorge field trip, October 7, 1976.

____
(Parent/Guardian Signature)

COLUMBIA GORGE FIELD TRIP SCHEDULE

8:30 - 9:00	Pick up students
9:45	Arrive Lewis and Clark State Park Sandy River Scavenger Hunt
10:30	Dabney State Park - Rest Stop
11:00	Women's Garden Club Viewpoint
11:30	Arrive Latourell Falls Lunch Stop
12:15	Hike From Wahkeena Falls to Multnomah Falls
1:30	Visit Multnomah Falls
2:00	Head for Home
3:00	Arrive at Schools

COMMUNITY ADVENTURE OVERNIGHT

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will discover the differences/similarities between city life and life in a rural community. Students will also lead an activity for the "rural students" and participate in an activity led by the students from the rural school.

List of Activities:

1. Night Hike
2. Introductory Activities
3. Initiative Tests and Ropes Courses
4. Binocular Walk
5. Capture the Flag

Description of Activities:

1. Night Hike

   Night hikes are an effective way of expanding student's comfort zones to a new atmosphere; darkness. The emphasis of a night hike is on quietness and listening rather than distance or speed. The route for the Night Hike should be scouted for hazards before dark.

2. Introductory Activities

   These activities can be any games or tasks which give the Rangers and the rural students a chance to talk, mix and get impression of each other. We used the Neighborhood Map Lesson Plan and the Difference Chart Lesson Plan (see Environmental Curriculum Section) as activities where the students shared their own community to first a small group and then the total group. Expectations for behavior need to be firmly set before the groups meet.

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COMMUNITY ADVENTURE OVERNIGHT

Description of Activities Cont.:

3. Initiative Tests and Ropes Courses

   Rangers love to show other students the skills they have picked up during the term! The selected problems should include both group and individual challenges, be geared to the site and take into account abilities of the rural students.

4. Binocular Walk

   Rural students really get excited about showing Rangers their community. Some preparation may need to be done ahead of time by their teacher as to where to go, what to see and how to use binoculars.

5. Capture the Flag

   Capture the Flag should be played in teams mixed from both groups so that Rangers can set an example of good sportsmanship and can clarify the rules when necessary. The explanation for this game is in the Ropes Course/Initiative Test Section.

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COMMUNITY ADVENTURE OVERNIGHT

SCHEDULE

2:30 p.m.	Pick Up Students at Schools
3:00	Leave Portland
4:30	Arrive Silver Creek Falls: Unload Bus Explore in Small Groups
5:30	Prepare Dinner
6:30	Dinner
7:00	Clean Up
7:15	Night Hike
8:15	Campfire
9:00	Bedtime
9:15	Lights Out
7:00 a.m.	Wake Up
7:30	Breakfast
8:00	Pack and Load
8:30	Leave For Scotts Mill School
9:00	Introductory Activities
9:30	Initiative Tests and Ropes Courses
11:00	Binocular Walk
11:30	Lunch
12:00	Capture the Flag
1:00	Tour of School by Scotts Mills Students
1:20	Leave for Home

FARM FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will observe and take part in the work activities of a small famr. Through participation in different activities, students will learn about the farm animals, Ecology/Geology of the area and compass mapping skills.

List of Activities:

1. Tour of Farm
2. Capture the Flag
3. Compass Activity
4. Mapping the Farm
5. Farm Work Project
6. Night Walk
7. OBIS Activities

Description of Activities:

1. Tour of Farm

   A tour of the farm familiarizes the students with their surroundings. The students will see the various farm animals, types of fences, crops being grown and the basic structure of a farm. The staff should stress staying in a group, safety around animals, care and concern for the farm equipment, animals and buildings.

2. Capture the Flag

   The explanation for this activity is in the Ropes Course/Initiative Tests Section.

3. Compass Activity

   Explanation of the compass activities are included in the Environmental Curriculum Section. This activity is good for building teamwork, direction following skills, and self-discipline.

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FARM FIELD TRIP

Description of Activities Cont.:

4. Mapping the Farm

   The skills necessary for this activity include use of a compass, pacing and observation. This activity will help build problem solving, observational, self-discipline, staying and moving together, and team work skills. Using compasses and landmarks, students make a map of the farm or a section of the farm.

5. Farm Work Project

   A work project affords the students the opportunity to actually participate in routine farm chores. There are many chores that can be done depending on the needs of the farm being visited. Safety is of utmost importance while students are participating in a work project. This activity will help students gain an appreciation for the out-of-doors, expand comfort zones, build teamwork and group cohesiveness.

6. Night Walk

   A farm is a great place for a Night Walk. Flashlights may be taken along but are only to be used in case of emergency. The staff must be familiar with the farm to avoid possible hazards. Night Walks are very effective in expanding comfort zones. Such walks also help build cooperation, group cohesiveness, staying together, moving together and concern for the safety/well being of others.

7. OBIS Activities

   OBIS is a set of environmental task cards. Cards can be selected to suit the area. A complete reference to OBIS can be found in the Resource Section under "Environmental Teaching Materials."

FARM FIELD TRIP

PROJECT·RANGER

Dear Parents:

On November 7-8, 1978, Ranger students are invited to participate on an overnight to a Willamette Valley farm owned by the Cameron Bangs Family. There will be no charge for this field trip. Participating students will meet at Portsmouth School at 3:00 p.m. on Sunday to load the bus. The bus will leave at 3:20 p.m. We will not be able to wait for late students.

The purpose of this trip is to give participating students the opportunity to observe a small working farm in action. Part of the students time will be spent participating in routine farm chores.

Students will be returned to their own schools between 3:00 and 4:00 p.m. on Monday. Students will need to bring the following:

2 extra pairs of pants
1 extra warm shirt
2 warm sweaters
1 warm coat
raingear
stocking cap
toothbruch, etc.
gloves
extra socks
sturdy outdoor boots
sleeping bag
pajamas
flashlight
Lunch for Monday: Bowl, Cup, Spoon

We will be sleeping in a barn on straw at the farm. Project Ranger will provide dinner and breakfast for everyone. All students must bring their own sack lunch for Monday.

The Ranger staff is looking forward to this field trip. The weather will probably be wet and cold so make sure that you child is well dressed for the weather. If you have any questions, I can be reached at Linnton School, 286-0523 or Portsmouth School 285-7739.

Sincerely,

FARM FIELD TRIP

____

I give my permission for _______________________________
to participate on the Willamette Valley Farm Overnight.

____
(Parent/Guardian Signature)

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FARM FIELD TRIP

SCHEDULE

3:00 p.m.	Leave Portsmouth School
4:00	Arrive at Farm
	Tour of Farm
	Capture the Flag
6:00	Dinner
6:45	Group Meeting
	Compass Activity
	Campfire/Ghost Stories/Night Walk
9:00	Bedtime
7:00 a.m.	Rise and Shine
	Breakfast
	Work Project
10:30	Field Study/OBIS or Mapping Project
11:30	Lunch
12:30	Field Study/Switch Groups
1:30	Load Bus
	Leave for Home

MALHEUR FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each other needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will compare the Ecology and Geology of Eastern Oregon with Western Oregon, become acquainted with the history, anthropology of Malheur Wildlife Refuge, and study concepts learned in the Oregon Ecology/Geology Unit.

List of Activities:

1. Mt. Hood Forest Transition Zones
2. Peterson's Rock Garden
3. Smith Rocks
4. Pilot Butte
5. Glass Butte
6. Museum Visit
7. Birding/Wildlife Observation
8. Visit Historic Places
    a. Round Barn
    b. Narrows
    c. P. Ranch
    d. French Glen
9. Visit Geologic Areas
    a. Diamond Craters
    b. Wright's Point
    c. Coyote Buttes
10. Visit Indian Sites
    a. Krumho Reservoir
    b. OO Road Pictographs
11. Evening Games
12. Roo Rat Hunt
13. Night Walks
14. Harney and Malheur Lakes Environmental Study

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MALHEUR FIELD TRIP

15. Branding

16. Sod House School Visit

Description of Activities:

1. Forest Transition Zones

   Going west to east the Mount Hood area affords an excellent opportunity to observe forest transition zones. These transition zones include both wet to dry areas and low to high elevation. The vegetation in these zones can be pointed out as they are driven by, or the bus can be stopped and and the different zones can be observed first hand. This is an ongoing lesson and will alleviate boredom on the bus, help sharpen observation skills, maintains a sense of purpose.

2. Peterson's Rock Garden

   The garden is added to this list because it is an interesting and fun place to visit for students. It makes a good rest stop and a certain amount of geology can be learned here if the staff is versed in rock types.

3. Smith Rocks

   Smith Rocks is used as a lunch stop, and as a place to show students a unique rock, "Welded Tuff," which is volcanic ash so hot that it welds together.

4. Pilot Butte

   Pilot Butte is an old cinder cone right in the heart of Bend. It offers spectacular views in all directions, and a great place for group picture taking.

5. Glass Butte

   While on the way to Burns a stop can be made to collect obsidian at Glass Butte for making arrowheads. Turn right and drive up the dirt road until the obsidian is evident.

6. Museum Visit

   Introduces students to the birds found on the Refuge. It may be difficult to make the transition from active outdoor activities to an indoor activity.

MALHEUR FIELD TRIP

Description of Activities Cont.:

7. Birding/Wildlife Observation

   Have students observe wild animals in their natural habitat. Pay particular attention to birds, because Malheur is primarily a bird refuge. This activity enhances empathy for wildlife. It also reinforces observational skills, group cooperation, sharing and paying attention. At least one staff member should have some skills at wildlife observation with particular attention focused on birding. This helps generate interest and excitement plus models "observational skills" for students.

8. Visit Historic Places

   a. Round Barn
      A unique barn built by Peter French for breaking horses in winter. Coyotes may be seen near home.

   b. Narrows
      An old town which formerly was the center of activity in the Malheur Refuge Area. It boasted a school, stove, and stage coach stop.

   c. P. Ranch
      Peter French's Ranch near French Glen. A stop at this ranch gives a perspective on the history of the area. Also, there is a turkey vulture roosting area on the nearby fire tower.

   d. French Glen
      A unique community at the far end of the refuge with a school, store and the old French Glen Hotel. The store is worth the stop.

9. Geologic Areas of Interest

   a. Diamond Craters
      A neat area to show recent volcanic activity. There are many craters, flows, and tubes.

   b. Wright's Point
      A classic example of inverted topography on the way out from Burns.

MALHEUR FIELD TRIP

Description of Activities Cont.:

c. Coyote Buttes
Two buttes on either side of the field station. Great for night hikes and sunset watching.

10. Indian Sites

a. Krumbo Reservoir
On the road to the reservoir there are a series of interesting pictographs. It is also a great area for watching wildlife.

b. OO Road Pictographs
On the way to Harney Lake there is a series of pictographs. They are somewhat off the road on a rock outcropping. Watch for rattlesnakes!

11. Evening Games

A time should be set aside for the group to be involved in an organized fun activity such as volleyball. Whatever the activity chosen, it is important to get as many as possible involved. Evening games reinforce a sense of belonging to a group, makes it easier for a group to live together and tolerate one another over the extended period of time.

12. Capture the Roo Rat

This is a fun activity done at night. Take a group of students on the bus down Center Patrol Road traveling very slowly. When a Kangaroo Rat is spotted in the headlight beams, stop the bus. Allow three predetermined students to jump off the bus and try to capture the rat. Students must be instructed to be very gentle. This activity increases self-control, self-discipline, teamwork, observational skills, group problem solving. All Roo Rats are turned loose immediately after examination.

13. Night Walks

This is a slightly scary activity. The staff that goes on a night walk must be thoroughly familiar with the area being walked. Flashlights must be carried but only used in case of emergency. The night walk is a test of sensory perception. It acquaints the students with all of their senses. It also increases group camaraderie teamwork,

Description of Activities Cont.:

cooperation, group decision making, problem solving, paying attention and following directions.

14. Harney and Malheur Lakes Environmental Study

These studies can be done separately or together as one continuous study. Staff should be versed in some basics of Great Basin Ecology/Geology, Basin river flow patterns, the relationship between the lakes of the Malheur area. These studies require a considerable amount of walking. They reinforce group movement skills, cooperation, following directions, paying attention.

15. Branding

Introduces "city kids" to an activity and an occupation outside their experience. This activity reinforces observational skills, requires the following of directions, and paying attention. Students should be kept away from the actual work area. If you are lucky enough to be invited to a branding make sure the "city kids" understand each aspect of the branding and why it is being done. Also allow them the option not to watch, if a branding is too explicit for them.

16. Sod House School

This activity introduces the students to a one-room schoolhouse. It also exposes them to children who are growing up in a different environment. It reinforces observational skills, cooperation, direction following, manners. Staff must be very alert to make sure peaceful interaction is carried on by the kids. A staff member should visit the school first to make arrangements.

MALHEUR FIELD TRIP

PROJECT·RANGER

Dear Parents:

The field trip to Malheur Wildlife Refuge is rapidly approaching. The dates of the field trip are October 18-22, 1976. The students will be staying at the Redmond Armory on Monday night and the Malheur Environmental Field Station on Tuesday-Thursday nights. Studies during the day will concentrate on the geology and ecology of the areas which we visit. The attached itinerary outlines our schedule for the field trip.

This is a voluntary field trip; students are not required to participate. As we discussed at your interview, there will be a $22.00 charge for the field trip to cover room and board. The money should be earned by the students. A number of scholarships have already been arranged by the home school. Reservations are now being taken on a first come first served basis for the trip and can be held with a $5.00 deposit. The remaining $17.00 will be due October 15, 1976. Checks should be made out to Project Ranger. There spaces for a maximum of 25 students.

More information regarding clothing and equipment will be sent home upon receiving the bottom portion of this page. If you have any questions, please feel free to call me at Portsmouth 285-7739 or Linnton 286-0523.

Thank you.

Sincerely,

________ I would like to reserve a place for ____________________
The $5.00 deposit is enclosed. (student)

________ ______________ is not interested in the field trip to
Malheur.

________ Please call me for more information ____________________
telephone number

____
(Parent/Guardian Signature)

MALHEUR FIELD TRIP

PROJECT·RANGER

Dear Parents,

We will be leaving on our field trip to Malheur Wildlife Refuge on Monday, October 18, 1976. Participating students should be at Portsmouth School at 8:00 a.m. 8:15 to load their gear on the bus. The bus will leave at 8:30 a.m. Due to a tight schedule we will not be able to wait for late students.

Students should plan to take the following items:
Boots
One pair shoes
2 pairs extra long pants
underwear/socks
1 extra long shirt
1 wool sweater
1 heavy coat
rain gear
stocking cap
mittens
pajamas
towel
toilet articles
sleeping bag
OPTIONAL: binoculars, flashlight

Students should not bring knives or radios. There is no need for spending money.

Think small when packing, the bus storage space is very limited.

In the event that you need to contact your child during the week, our overnight schedule is as follows: Monday, Redmond National Guard Armory, 822 West Highland, Redmond, Oregon PH. 548-3213, Tuesday through Thursday, Malheur Field Station, Burns, Oregon, PH 493-4649.

On the field trips students are to act in a responsible manner. If a student is unable to behave and adhere to the rules of the trip, the parents, and school will be contacted. The student will then be sent home via Greyhound bus forfeiting the remaining money for unused room and board. Please discuss this with your child.
We will be arriving home on Friday, October 22, 1976 between 5-6 p.m. Parents will be phoned by volunteer mothers approximately 30 minutes before we arrive at Portsmouth school. Please arrange to have someone pick up your child at Portsmouth available at home between 5:00 - 6:00 p.m. on Friday.

The Ranger staff is looking forward to a great field trip! If you have any last minute questions, please call me at 285-7739. Thank you.

MALHEUR FIELD TRIP

Tentative Itinerary

Monday	
8:00 - 8:15 a.m.	Meet at Portsmouth School
8:30	Leave School
	Mt. Hood: summit rest stop
	(Short stop: talk about transition zone)
	Peter Skene Ogden Wayside: stop for view
12:15 p.m.	Smith Rocks: lunch at top (sack lunch from home)
	hike to bridge
3:00	USFS Lava Lands
	Dinner: McDonald's in Bend $1.50 per person
7:30	Redmond Armory
	Evening possibilities: Peterson's Rock Garden Reindeer Farm
9:00	Get ready for bed
9:30	Lights out
Tuesday	
6:30 a.m.	Rise and Shine! Breakfast: cocoa, fruit, sweet rolls Make lunch - Pack up and load bus
8:00	Depart from Armory
	Pilot Butte Park: geology, photography
	Brothers: Rest stop
	Glass Butte Area: 40 minutes to gather obsidian
	Antelope Area sighting

MALHEUR FIELD TRIP

Tuesday

12:00	Rest Stop: Lunch 1/2 hour
12:30	On to the Refuge!
2:00	Arrive at Field Station: Move in!
3:00	Refuge Headquarters: Birding/Museum
4:30	Drive the Dike Road: birding
6:00	Dinner
7:30	Volleyball
8:30	Film
10:00	Lights out!

Wednesday

7:00	Rise and Shine!
7:20	Breakfast
8:15	

OPTION I	OPTION II
Highway to Round Barn cut-off	P Ranch
Round Barn	Bird down center Patrol Road
Diamond Craters (possible lunch)	Eat at Krumbo Reservoir, Pictograph
Back to Highway or	Continue birding to Refuge Headq.
Lunch between highway & Krumbo or	Go to Museum again
Krumbo Reservoir, Pictograph	Highway home to camp
Central Patrol Road back	Dinner
Dinner	Campfire
Volleyball	
Night birding	

MALHEUR FIELD TRIP

Thursday

7:00 Up and At 'em

7:20 Breakfast

OPTION I	OPTION II
P Ranch	French Glen Store
French Glen Store	Diamond Craters
Buena Vista, Rock Shelter	Lunch at Round Barn
Lunch in between	Refuge Tower & rest stop
Refuge Headquarters	Museum
Tower	Activities
Museum & Rest stop	Environmental Study: Harney Lake
Sod Ranch tour	

6:00 Dinner

7:30 Sand Dunes Campfire

Friday

6:30 Rise and Shine!

7:30 Breakfast when camp is clean and bus is packed!!

8:00 Depart for home
Rest stop 27 miles outside Burns
Brothers rest stop
Lunch: McDonald's in Bend

OPTION I	OPTION II
Sisters-Snack	Redmond- Snack
Rest stops - Detroit Res. Boat L.	Peter Skene Ogden rest area
Gas? Salem Lancaster Drive	Rest stops - Mt. Hood summit
Phone tree-freeway past Woodburn	Phone tree- Mt. Hood or Sandy

Home 5:00 - 6:00

OREGON COAST FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will compare and contrast coastal Ecology with other areas of the state using concepts taught in preparation for the trip.

List of Activities:

1. Westwind Tide Pools
2. Salmon River Estuary
3. Birding
4. Westwind Pond
5. Sand Dunes
6. Cascade Head
7. Cape Lookout
8. Clamming

Description of Activities:

1. Westwind Tide Pools

   The tide pools here are some of the best on the Northern Oregon Coast. The wave swept area is minute and a good variety of organism can be found. Go south from Westwind on the beach to the west point. Two sessions can be spent exploring the tide pools.

2. Salmon River Estuary

   The Salmon River is one of the few truly natural estuaries left. The session can be spent learning about estuaries through first hand experiences with clams, ghost shrimp, seals, and great blue herons. Be prepared for a muddy time! It's the only way to see the estuary.

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OREGON COAST FIELD TRIP

Description of Activities Cont.:

3. Birding

   Birding can take place both at Camp Westwind and north to Cape Lookout. There are many interesting shore birds in the area and offshore rocks provide interesting habitat. An occasional Bald Eagle may be spotted near Cascade Head.

4. Westwind Pond

   This pond known as Lost Lake has a well deserved name. Check and double check the directions or this session may turn into a wilderness adventure. Lost Lake is an excellent place for comparative studies between the marine and fresh water environments.

5. Sand Dunes

   Westwind has some small dunes and an excellent spit. Further north on the coast, the Sandlake area offers spectacular and classic dume study. Studies can focus on dune formation and ecology. Of secondary interest for our students was rolling down the dunes.

6. Cascade Head

   Cascade Head was purchased by the Nature Conservancy so it would not be developed. The first part of the trail is classic coastal forest complete with spruce, vine maple, and handing moss. Farther down the trail, the forest opens onto a huge rolling meadow which extends to the end of the head. It is rumored that Japan can be seen from the Head. The trail can be quite muddy so be prepared! Studies can focus on the unique coastal environment, birding and the Geology of Cascade Head.

7. Cape Lookout

   A great hike to get a good look at the coastline, study the coastal forest, observe birdlife near the end of the cape, and check into the Geology of the area. There is also an old bomber that crashed on the cape which is fun to look for.

OREGON COAST FIELD TRIP

Description of
Activities Cont.: 9. Clamming

There is excellent clamming at Netarts Bay. This exercise can focus on the habits of clams, how to dig them, cleaning and the regulations governing harvesting.

PROJECT·RANGER

Dear Parents:

The Ranger spring field trip to the coast is rapidly approaching. The dates of the field trip are April 24-27, 1978. Students will be staying at Camp Westwind on the evenings of April 24-25, 1978, and at Cape Lookout State Park on April 26, 1978. Studies during the day will concentrate on the marine biology and coastal Ecology of the areas we visit. The attached itinerary outlines our schedule for the field trip.

This is a voluntary trip, students are not required to participate. There will be a $22.00 charge for this field trip to cover the expenses. This money should be earned by the students as discussed at the parent conferences at the beginning of the term. Scholarships, where needed have already been arranged. Reservations are now being taken on a first come, first serve basis for the trip and can be held by sending in a $5.00 deposit or the total amount of $22.00. Checks should be made out to Project Ranger. There are spaces for a maximum of 22 students. Students who do not participate in this trip will be in their regular schools the entire week of April 24-28, 1978.

We will be leaving on our field trip to the coast on Monday, April 24, 1978, and return Thursday, April 27, 1978. Participating students should be at the Portsmouth School at 8:40 a.m. to load their gear on the bus. The bus will leave at 9:00 a.m. Due to our tight schedule we will not be able to wait for late students.

Students should plan to take the following items:

boots: rubber would be better if you have a choice
tennis shoes
gloves or mittens
pajamas

underwear/socks
2 extra shirts
1 warm sweater
1 warm jacket
raingear
stocking cap
2 extra long pants
towel
toilet articles
sleeping bag
ensolite foam pad if you have one

Optional Items: binoculars, flashlight, pair of shorts

Students do get wet and should have adequate changes of clothes. Also it is something very cold at the coast, especially in the morning. As we will be staying in tents at the state park, all students should have warm pajamas.

Ranger has a limited number of sleeping bags and foam pads for loan to students. Students should not bring knives or radios. There is no need for spending money. !!!! Think small when packing, the bus storage space is very limited.

In the event that you need to contact your child during the week, we can be reached at one of the following numbers.

Camp Westwind
Otis, Oregon 97368
Phone: 954-2393

Cape Lookout State Park
13000 Whiskey Creek Rd. W.
Tillamook, Oregon 97141
Phone: 842-4981/on Herring-district park manager

On field trips students are to act in a responsible manner. If a student is unable to behave in a responsible manner, and adhere to the rules of the trip, the parents and school will be contacted. The student will then be sent home via Greyhound bus forfeiting the remaining money for unused room and board. Please discuss this with your child.

We will be arriving home on Thursday, April 27, 1978, in the late afternoon (after 4:00 p.m.) or early evening. Parents will be phoned by volunteer mothers approximately 30 minutes before we arrive at Portsmouth School. Please arrange to have someone to pick up your child at Portsmouth School available at home at this time.

Ranger staff is look forward to a great field trip! If you have any questions please call me at 286-0523, or leave a message at Portsmouth School, 285-7739.

Sincerely,

Karen McCann
Project Coordinator

****

____Yes, I give my permission for ______________________________
Name of Student

to go on the Coast Spring Field Trip, April 24-27, 1978.

____Enclosed is $22.00 to pay for the trip.

____Enclosed is $5.00 to reserve a space for the trip.

____My child will need to borrow a Ranger sleeping bag.

____My child will need to borrow a foam pad.

____I would like to be a volunteer phone parent, ____________________
Telephone Number

____
Signature of Parent/Guardian

OREGON COAST ITINERARY

PROJECT·RANGER

DAY ONE

8:40 a.m.	Load Bus, Portsmouth School
9:00	Leave Portsmouth School
11:00	Arrive at Camp Westwind, Unload Bus Cross by Boat to Camp
12:00 p.m.	Munch Some Lunch! Move Into Camp
1:30	Field Labs: Pond Sand Dunes
3:30	Sand Castle Building Contest Capture the Flag
5:30	Return to Camp, Prepare Dinner
6:00	Dinner and Clean Up
7:00	Sunset From the Dunes
8:00	Campfire
9:15	Hit the Sack

OREGON COAST ITINERARY

DAY TWO

6:00 a.m.	Wake Up! Get Ready for Tide Pools
6:15	Chocolate and Rolls
6:30	Off to the Tide Pools
9:15	Breakfast and Clean Up
10:00	Field Labs: Switch Groups Pond Sand Dunes
12:30 p.m.	Lunch For a Bunch
1:30	Hike to Cascade Head
5:00	Clean Up for Dinner
6:00	Dinner
7:30	Campfire
9:15	To Bed

DAY THREE

6:15 a.m.	Rise and Shine
6:30	Hot Chocolate and Rolls
6:45	Tide Pool Study
9:15	Breakfast and Clean Up
10:00	Field Lab: Estuary Study
11:30	Pack Up/Cross River
12:45 p.m.	Lunch
1:00	Drive Up the Coast to Cape Lookout
3:30	Arrive at Cape Lookout/Unload Bus

OREGON COAST ITINERARY

DAY THREE CONT.

4:30	Clamming Netarts Bay
6:00	Seafood Dinner
7:00	Ecology Hike
8:00	Campfire
9:15	Head to Bed

DAY FOUR

7:00 a.m.	Rise and Shine	
7:30	Breakfast Pack Bus	
8:30	Option I:	Leave for Cape Meares, Bay Ocean Tillamook Cheese Factory Neahkanie Mtn. Lunch at Short Sands Fort Clatsop, Astor Column Leave Astoria for Home
	Option II:	Mud Walk Netarts Spit Birding, Cape Meares Lunch at Cape Meares Tillamook Cheese Factory Leave for Home

POTLATCH FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will learn some of the games played, foods eaten and crafts produced by the Northwest Coastal Indians through participating in a traditional event: The Potlatch. Students will also gain skills in canoe handling and be exposed to the art of telling legends as a means of recording history.

List of Activities:

1. Indian Games
2. Canoe Ride
3. Tension Traverse
4. Capture the Feather
5. Special Games
6. Potlatch Ceremony

Description of Activities:

1. Indian Games

Research games played by Northwest Indians and explain that in the Indian culture many games helped train the children in skills that they would need as adults. Two such suggested games are:

Hagoo

Two teams line up opposite each other about three feet apart. Teams take turns sending one person at a time down the line. If that person can walk all the way to the end of the line without cracking a smile they earn a point for their team. The people in line may try any facial gesture but are not allowed to talk or physically touch the person walking. The walking person may not close his or her eyes and must maintain eye contact with each person passed.

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POTLATCH FIELD TRIP

Description of Activities Cont.:

Caraboo Stalking

Students form a circle around one person who is blindfolded in the center. The leader points to one person in the circle who must sneak up and tag the blindfolded "caribon" before being pointed at by the "caribon." Once tagged the caribon gives his blindfold to the person who tagged him or her and joins the circle. Everyone must be very quiet in order for the caribon to have a fair chance at hearing the "hunter."

2. Canoe Ride

Preferably students will have made or staff will have located dugout canoes for this unit. Regular canoes will be just as much fun, however, and give students the same experience of handling a boat. Make sure a trained water safety instructor is present, that there are no hazards in the pond to be used and that each student wears a life jacket in the boat.

3. Tension Traverse

Although not an official Indian activity a ropes course problem can be used to stress that youth of the tribes were trained in agility, confidence and bravery. The Tension Traverse is described in the "Ropes" section.

4. Capture the Feather

This variation of Capture the Flag (see "Ropes" section) can be adapted for the Potlach using a feather or string of beads instead of a flag, Chinook jargon instead of the words "caught"/"free" and calling the sides tribes instead of teams. Although not authentically Indian, the training in speed and teamwork is definitely Indian in spirit!

5. Special Games

After students are finished eating, a series of competition challenges can be run as the Indians were fond of racing. Such contests as breath holding, relay racing, throwing and catching

POTLATCH FIELD TRIP

Description of Activities Cont.:	serve to keep active students busy. Recognition to the winners can be either given on the spot or at the final ceremony.

6. Potlatch Ceremony

   The ceremony begins with students from each tribe presenting their tribal name and legend. During the course of the ceremony awards should be made, staff/students can present skits or legends and gifts are exchanged between tribes. Emphasis should be placed on courtesy. Students can be encouraged to watch their chief (staff member) for appropriate behavior.

POTLATCH FIELD TRIP

SCHEDULE

8:30 - 9:00	Pick Up Students
9:00 - 9:30	Drive to Potlatch Area
9:30 - 10:00	Meet in Tribes to Paint Faces and Finalize Plans
10:00 - 11:30	Rotate Tribes Through Three of the Four Activities:
	1. Indian Games
	2. Canoe Ride
	3. Postman's Walk
	4. Capture the Feather
11:30 - 12:30	Lunch and Special Games
12:30 - 1:00	Rotate Tribe to Last of the Four Activities
1:00 - 2:00	Final Potlatch Ceremony
- 2:00	Tribes Paddle for Home

SAUVIE ISLAND FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will discover the reward of being quiet while looking at birds and other animals. They will learn how to use binoculars, field guides and learn field techniques of birding. Students will learn the history of Sauvie Island before arrival of the white man and be exposed to various artifacts of the Indian culture.

List of Activities:

1. Birding Procedure Explanation
2. Birdwatch
3. Oregon Fish and Wildlife Station/Bird Hospital
4. Birding on Oak Island
5. Capture the Flag
6. Arrowhead Hunt
7. Student Ditto

Description of Activities:

1. Birding Procedure Explanation

   A staff member will need to explain the use of binoculars and field guides to students before groups begin birding. This explanation should include care of the books and binoculars, sharing equipment, and what to do when a bird is sighted. A practice drill might be conducted to stress the importance of being quiet.

2. Birdwatch

   Once on the island, students can sight birds out their windows and signal the bus driver to slow or stop as they focus in with binoculars and look up the bird in a field guide. Consideration of other vehicles on the road and the position of the students in the bus should remain the primary concern of the bus driver at all times.

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SAUVIE ISLAND FIELD TRIP

Description of Activities Cont.:

3. Oregon Fish and Wildlife Station/Bird Hospital

   The purpose of this stop is to introduce students to the Game Refuge, allow students to see wild birds at close range and to open the subject of what happens to wild animals when they are injured.

4. Birding on Oak Island

   This activity combines an exploration hike with further practice using the binoculars and bird books. Staff may also want to introduce students to the native plants/animals and a walk to the Indian council rings.

5. Capture the Flag

   This activity is written up in the ropes section and is designed to develop a sense of teamwork and cooperation. Excitement and emotions run high, however, and staff needs to be vigilant to prevent problems.

6. Arrowhead Hunt

   Several native islanders are versed in the Indian history of the island and are willing to share their knowledge and artifact collections with the Rangers. When selecting a site to hunt for arrowheads be sure to check on the ownership of the land for permission.

7. Student Ditto

   The following ditto can be used as a follow-up activity or a bus activity for students to summarize the trip. If students are keeping a term notebook, the worksheet can be included as a momento of the Sauvie Island Field Trip.

SAUVIE ISLAND FIELD TRIP

Student Ditto

1. On the back of this paper construct a species list of all birds seen. For each bird, write the location sited.

   Example: Starling: Oak tree

2. How was Sauvies Island formed?

3. True/False The town of Linnton is older than Portland?

4. List four deciduous trees found on the island and draw a sketch of each leaf.

5. What is the main source of income on the island?

6. List four crops seen growing on the island.

7. Describe the habitat of a sandhill crane.

8. Using Peterson's field guide, state the range of the Canadian goose.

SAUVIE ISLAND FIELD TRIP

SCHEDULE

8:30 - 9:00	Pick Up Students
9:00 - 9:30	Drive to Sauvies Island
9:45	Visit Bird Hospital
10:00	Drive to Oak Island, bird along the way Discuss use of binoculars, bird books and how to get close to the birds!
10:30	Oak Island Birding
12:00	Lunch
1:00	Around to beach for Capture the Flag or Arrowhead Hunt
2:00	Home Again, Home Again, Jiggity Jog

SAUVIE ISLAND FIELD TRIP

PROJECT·RANGER

Dear Parents:

On ______________________________, Ranger students will be taking a field trip to Sauvie Island to observe birds, learn how to use binoculars, and study wildlife management. They will also be involved in developing group skills that will aid in studying birds, plant life, and animals in the field. Participating students will have the opportunity to watch at close range Canadian geese, Lesser Sandhill Cranes, ducks and possibly an American Bald Eagle.

The Ranger bus will pick up students at the regular time at school and return them to school between 3:00 and 4:00 p.m. Students should dress for the weather and bring a sack lunch. Free lunches will be provided for those on the free lunch program.

If you have any questions about this trip, please call us at Linnton, 286-0523 or leave a message for us at Portsmouth School 285-7739.

Thank you.

Sincerely,

_____________ I give my permission for my child to participate on the Ranger Sauvie Island Field Trip.

____
(Parent/Guardian Signature)

TROUTDALE AIRPORT FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group situation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will become acquainted with a small airport and have a first hand observation of an airport control tower, small aircraft and a plane engine factory.

List of Activities:

1. Inspect Airplanes
2. Tour Cessna Engine Factory
3. Tour Airport Control Tower
4. Initiatives
5. Scavenger Hunt: Work Sheet

Description of Activities:

1. Airfield Inspection

   A Skyways representative can lead an informative tour of their airfield. Students are shown the different types of equipment found on different planes. Students are shown instrument panels, given instruction in using the controls and allowed to sit in the cockpit. This is a new and thrilling activity for Ranger students.

2. Cessna Engine Factory Tour

   Students tour the engine factory, observing the assembly process and components of the airplane engine

3. Airport Control Tower Tour

   The chief controller can lead the group through the building, spending most of the time in the tower. If your group is lucky a plane may land or take off while your in the tower.

4. Initiatives

   Smaug's jewel and/or Capture the Flag. See description in the Ropes Course/Initiative Tests Section

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TROUTDALE AIRPORT FIELD TRIP

5. Scavenger Hunt-Work Sheet

   A scavenger hunt type work sheet will help students focus on the tours at the airfield. This worksheet should be prepared in advance and distributed upon arrival at airport.

Considerations: One needs to make prior arrangements for the tours through:

Al Kempin
Skyways Airlines
Troutdale Airport

OR

Dave Wallace
Troutdale Control Tower
Troutdale Airport

TROUTDALE AIRPORT

8:30	Pick-up students
9:00	Class Meeting
9:30	Depart for Airfield
10:00	Arrive airport. Tour airfield and view aircraft with Skyways Airlines representative
10:30	Tour Cessna Factory: 1/2 group Tour Troutdale Control Tower: 1/2 group
11:00	Switch Groups
11:30	Depart Airfield
11:45	Arrive Lewis & Clark St. Park Eat Lunch
12:30	Initiatives: Smaug's Jewel Capture the Flag
1:45	Depart for Home
2:30	Arrive at Schools

WINTER OVERNIGHT FIELD TRIP

Behavioral Goal: Students will increase their individual responsibility level and problem solving skills by living together in a group stituation over an extended period of time. As a group, students will cooperate, make decisions, function as a team and become aware of each others needs as they confront the problems of daily living. Students will demonstrate appropriate behavior both in public places and on the bus.

Content Goal: Students will demonstrate their ability to use previously learned winter survival skills in a winter overnight situation.

List of Activities:

1. Snow Shelter Construction
2. Cross Country Tour
3. Meal Preparation
4. Night Hike

Description of Activities:

1. Snow Shelter Construction

   Students will be responsible for building their own overnight shelter. Have groups teamed so half of each team is working on shelter at one time. The other half can ski. Each team should have been 2-4 students. Offer a prize for students who stay the driest on the trip!

2. Cross Country Ski Tour

   Lead ski group on a new and challenging tour. Encourage proper skiing techniques. Have students choose favorite races or station courses. This tour will serve as the culminating adventure in cross country skiing for the term.

3. Meal Preparation

   Students will be responsible for cooking their own meals. Each team should be given a Svea stove and the needed food supplies. Students should divide duties among members of the team and follow the cooking directions on food packages! This activity provides an excellent

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WINTER OVERNIGHT FIELD TRIP

Description of Activities Cont.:

3. opportunity to observe and discuss group instructions. The team that work well together will eat first. Praise teams that work well together and help other teams avoid extreme frustration.

4. Night Hike

   This activity enables students to explore the winter environment in darkness. Student should bring flashlights or survival kits, however, only use these items in an emergency. This activity will expand comfort zones, build cohesiveness and increase the trust level among students.

WINTER OVERNIGHT FIELD TRIP

PROJECT·RANGER

Dear Parents:

The Winter Term is drawing to a close as the students prepare for the overnight on Mt. Hood. I want to take this time to thank you for the support you have given us throughout the term. This especially applies to the creative and warm way in which you have dressed your children.

On ______________________________ we will be departing for the Mt. Hood overnight. The purpose of this trip is to give the students a chance to pull together all the survival lessons they have learned and utilize their skills in a unique winter camping experience.

The cost of this overnight is $3.50. If it is not possible to pay this amount, scholarships can be arranged. Please call to make arrangements for a scholarship. Upon receiving the $3.50 or a phone call, a place will be reserved for your child.

Dinner and breakfast will be provided. Students must provide their own clothes and lunches. Ranger has a limited number of packs, foam pads, and sleeping bags. Please let us know if your child needs one of these items.

Enclosed is a schedule and clothing list for the overnight. If there are any questions please call me at the Linnton Site 286-0532 or leave a message at Portsmouth School 285-7739.

Thank you.

Sincerely yours,

WINTER OVERNIGHT FIELD TRIP

DAY ONE

8:30	Pick-up Students at School
9:00	Pack Bus - CHECK STUDENT GEAR
10:30	Depart For White River Canyon
12:00	Arrive White River Canyon Eat Lunch
12:30	Unload Bus
1:00	Site Selection for Snow Shelters 1/2 group goes on final cross country 1/2 group begins building snow shelters
3:00	Switch Groups Second half of team should complete snow shelters
5:00	Prepare Dinner
6:00	Eat Dinner
7:00	Clean-up
8:00	Time for Bed!

DAY TWO

7:00	Rise and Shine
7:30	Prepare and Eat Breakfast
8:00	Break Camp, Load Bus
9:30	Depart for Home
11:00	Arrive at Schools

ROPES COURSES/INITIATIVE TESTS

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Blindfold Number Scramble 377
Boot Scramble 378
Capture the Flag 379
Compass Introduction 381
Compass Game 380
Fill and Spill 382
Giant X 383
Indian Steal 385
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Ladder Walk 387
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Lunch in the Trees 391
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No Eyes Obstacle Course 395
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Ship Wreck 397
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Goldline Stretch 373
Lump On a Stump 373
Hanging Teeter Totter 373
Inclined Log 373
Tryrolean Traverse 373
Tension Traverse 373
Spotting 373
Rope Handling Skills 373

Ropes Courses & Initiative Tests:

The Frosting on the Cake

Ropes courses and initiative tests generate tremendous excitement among Ranger students. They are a guaranteed "catcher" for most students. The ropes courses and initiative tests help teach the students about their own capabilities. These challenges push the students past limits previously set and while teaching "I can" instead of "I can't", "I want to" instead of "I won't." The courses are designed to raise self-concept and self-confidence by presenting challenges that look initially difficult or perhaps impossible but can be completed with persistence and the learning of some simple physical skills.

What they can do

Ropes courses and initiative tests also help pull a group together. For every student can find a way to excel, and every student will encounter some difficulty. With guidance and support from staff, each group member increases their confidence level. Students who are initially timid and apprehensive about new experiences learn to take risks, try out new activities, enjoy the unknown. Students are also encouraged to use their own good judgement and not to depend on others. By learning to deal with new situations, students enjoy success and a great sense of accomplishment.

What it's all about

Ropes courses and initiative tests in many ways crystalize the intent of Project Ranger. Such ropes and initiatives take students out of their known environment and place them in new situations. By changing the environment, rules change and students must adapt and learn a new set of guidelines to function. The students are willing, for the most part, to make this adaptation because they are excited about experiencing the new environment. Students learn to see themselves through a different perspective without the failure, put-downs, confusion, and complexities that often mark their school experiences. The most important part of these activities is the debriefing that takes place following each ropes course initiative test. During this debriefing parallels are drawn to teach the students how to use new skills and tools back in their schools.

What they can't do

Ropes courses and initiative tests, however, are not the entire Ranger Program. Behavioral changes do not come from having ropes courses day in and day out without other curriculum to back up the learning. These courses cannot be counted on to shore up a poor program, the contrasts would be too great. Ropes courses and initiative tests cannot be used with students who are not committed to working together. There is no magic in ropes. The magic is in the students and the staff and how the group use the ropes and initiatives to teach appropriate behavior.

One other word of caution: Ropes courses (and some of the initiatives) should not be attempted by untrained staff. The potential for serious injury resulting from courses which are poorly set-up and poorly run, is far too great. There are too many other exciting curriculum areas that staff can develop safely, based on their own talents, that should be examined rather than attempting a ropes course with untrained personnel. Such curriculum might include magic tricks, building skills, crafts, working with animals and/or using television.

There are other options!

Despite this word of caution there are many ropes courses and initiative tests that can be handled by a non-climbing staff. As you thumb through this section the reader must decide which to use and which are beyond your skill and experience level. Many of the rope's courses and initiative games used at Ranger have already been written up by Project Adventure in their book Cowstails & Cobra's. Rather than reinvent the wheel, the reader is referred to this book for an excellent guide to setting up courses. Ranger also uses several activities from New Games. These games have proven to be an excellent source of activities where creativity, imagination, and a willingness to help each other are important.

Rock Climbing: Some Considerations

Rock climbing with younger students can be a very worthwhile activity. It expands the students' horizons of what they are capable of and allows students to achieve hard earned success even though rock climbing is almost failure proof. Students can progress from simple climbs to more difficult ones that require higher skills and techniques. Each student can reach his/her limit without being under-challenged or overstressed. There are few activities that can do so much in such a simple and straightforward manner however, there are some considerations to be aware of before students rock climb.

The first and foremost consideration is the experience of staff. This is again an activity that requires at least one staff to have extensive experience in rock climbing and be able to oversee all climbs, techniques, and training of other staff.

Secondly, because of the nature of the students in a Ranger program, a rock climbing area must be chosen not only with an eye to a wide variety of climbs but also other potential hazards. When staff is involved with running climbs, supervision of students who are not climbing can be difficult. For instance one area considered for a Ranger climb had high amounts of poison oak and a number of rock faces that could be climbed which would leave students on top of dangerous cliffs. Another climbing area was on a road and students started climbs on the road. These types of hazards must be planned for and considered before students are taken to the area.

Also since climbing is an individually oriented activity, other structured group activities must be planned with staff supervision, to involve those students not climbing, while other staff assist students climbing.

Always remember that any area must be checked, cleaned and climbed by staff before students are brought to the area.

Climbing potentially is a safer activity than a good rugged game of football, however this is only when conducted by experienced staff, careful planning and much thought given to the entire day and how the students progress through the experience.

Consideration: The following ropes courses and initiative tests can be found in an excellent book by Project Adventure, Cowtails and Cobra's. It can be obtained by writing to Project Adventure, 775 Bay Road, Hamilton, Mass. 01936

Activity	Page
Goldline Stretch	79
Tyrolean Traverse	39
Tension Traverse	33
Hanging Teetertotter	74
Inclined Log	50-51
All Aboard (Lump on Stump)	66
*Spotting	27
*Rope Handling Skills	29

*These are "must" readings before any courses are attempted.

ROPES COURSES/INITIATIVE TESTS

A List by Intent of the Activities

Group Development	Challenges for Pairs	Individual Challenges
Boot Scramble Witches Broom Ship Wreck Smallest Monument Window Well Wild Walk Goldline Stretch Lump on Stump (All Aboard)		Mini Challenges Ladder Walk Loop Walk Balance Beam Knots Spider Maze
Capture the Flag Indian Steal	No Eyes Obstacle Course	Ranger Records
Blindfold # Scramble Lunch in the Trees Hanging Teeter Totter	Compass Game	Slanted Log (Inclined Log) Rock Climbing Tyrolean Traverse Tension Traverse Giant X

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Balance Beam

Behavioral Goal: Students will raise their risk level and provide encouragement to others.

Objective: The object of the balance beam is to get from one end of the beam to other without falling off.

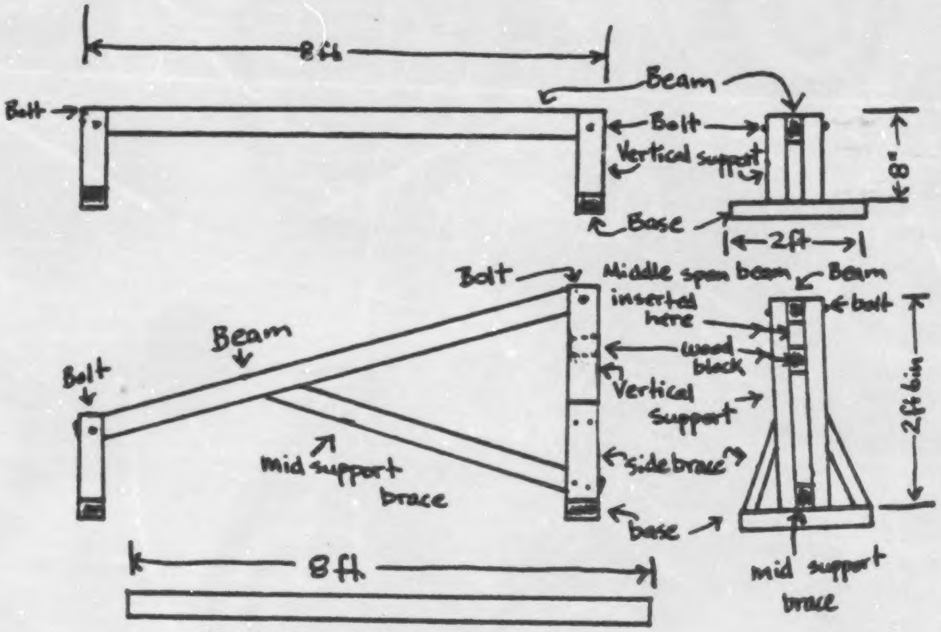
Materials: see drawing on page 376 sturdy 2 by 4's
bolts and nuts

Procedure:

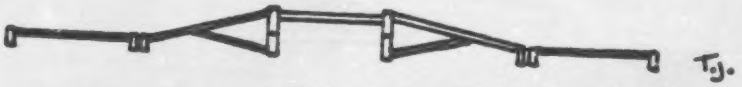
1. Explain safety precautions.
2. For those "hot dog" students who can easily and quickly traverse the beams without falling off suggest they try it with:
   a. only 3 steps a section
   b. backwards
   c. backwards with only 3 steps a section
   d. with just one hand and foot touching beam
   e. the ultimate challenge, with eyes closed!!
3. For accident prevention and control of the group have a student spot each other.

Considerations: Refer to page 22 of Project Adventure's Cowtails and Cobra's other variations.

Balance Beam


8 ft
Bolt
Beam
Bolt
Vertical support
Base
8"
2ft
Bolt
Middle span beam inserted here
Beam
bolt
wood block
Beam
Bolt
Vertical support
2ft 6in
mid support brace
side brace
base
mid support brace
8 ft.

Middle span beam (inserted between wood block and beam



Full set up of balance beams

* All lumber used to construct balance beams are sturdy 2" by 4"s.

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Blindfold Number Scramble

Behavioral Goal: Students will make a cooperative plan to accomplish a given task.

Objective: Students try to line up in a given order without seeing or talking.

Materials: blindfolds

Procedure:

1. Have students stand far enough apart so when you whisper in their ear others will not hear. Whisper a sequence of numbers (one number to each student). One, two, three, four . . . is difficult enough for younger students; two, four, six, eight . . . one, three, four, seven . . . are good sequences for older students or those who are more skilled at communication.
2. Instruct students that once you whisper to them they are not to talk.
3. Then pass out blindfolds (paper bags work well) and after these are in place tell students they have been given a sequence and must now put themselves in order without talking or seeing.*
4. If students are having trouble after a few minutes, give them the opportunity to stop and without sharing their numbers, take off the blindfolds and made a plan to accomplish the task. Give them between one and two minutes to do this, then start again. There is usually a marked difference.

*Sequences other than numerical order could include lining up alphabetically by name, by height or by age.

RANGER LESSON PLAN

Curriculum Unit:	Ropes Courses/Initiative Tests
Activity:	Boot Scramble
Behavioral Goal:	Students will work cooperatively on a problem solving task.
Objective:	For all students to find their boots while blindfolded.
Materials:	blindfolds shoes

Procedure:

1. Have the students take off their boots and place them in a pile.
2. Mix up the boots and have students put on blindfolds.
3. Each student should then try to find their shoes without talking, using senses other than sight.
4. Debrief the group regarding how well the members worked together and problems which hindered task completion.
5. Repeat the activity following the debriefing discussion to allow the group to improve their performance.

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Capture the Flag

Behavioral Goal: Students will work in teams towards a common goal, using teamwork and developing group initiative.

Objective: Capture the Flag is the favorite game of Rangers. It combines intense activity with team spirit, a supporting atmosphere, and a lot of fun for both staff and students. The game can be played in any fairly open area, with just enough cover to make hiding possible.

Materials:
flags
fun loving people
area to play the game

Procedure:

1. Capture the Flag is usually played with three staff members and all of the students. One staff member acts as a referee and the other two act as team captains.
2. The referee divides the group into two teams, trying to balance the team with leaders, followers, wits and brain, so that one team cannot simply over power the other.
3. The following rules of the game are then explained:
   a. Divide the area into 1/2, show each team where the centerline is. Discuss boundaries.
   b. Show each team where the jails are located. There is one jail for each side near the centerline. Ask each team to choose a jailer.
   c. Explain that flag guards may stand no closer than three feet to the flag.
   d. In order to capture a person from the opposing side explain that you must touch them and say "caught" three times.
   e. To get people out of jail, you must run to the jail, touch the person and say "free," and then get to their home side without being tagged.
   f. To win the game, a team must steal the flag from the opposite side and return to their own side without getting caught.

Considerations: Watch for students who become overly aggressive, and for building frustration levels of involved students.

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Compass Introduction

Behavioral Goal: Students will cooperate with a partner to learn a survival skill.

Objective: Students will learn the parts of a compass, how to find and set bearings and how to find N, S, E, and W.

Materials: compasses (silva liquid filled Polaris works best)
paper
pencils

Procedure:

1. Distribute one compass to each pair of students.
2. Teach the names and functions of compass parts including:
   a. base plate
   b. housing
   c. degree markings
   d. needle
   e. box
   f. travel arrow
3. Explain how to take bearings, set bearings, and follow them.
4. Have students find N, S, E, and W and bearings on local landmarks.
5. Drill students by having them face different coordinates to insure they understand how the compass works.

Considerations: An option for this activity is to have students draw in the compass parts and draw a likeness of the compass. Also for younger students there is no need to explain declination. They are doing well if they can find bearings correctly and understand how all the parts work together!

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Compass Game

Behavioral Goal: Students will cooperate in pairs to complete a potentially frustrating activity.

Objective: Students will learn to complete compass routes.

Materials:
compasses
paper
area to run compass routes
pencils

Procedure:

1. Set up several compass routes varying in degree of difficulty. Compass routes consist of following a bearing to a certain landmark, such as a tree, shrub or rock. Notes, clues and hints are placed along the route to spur interest and excitement.
2. Pairs of students are given ditto's with directions for each compass route on it. Sometimes the entire route is on the paper, other times students must find a note at the end of a leg of the route to know what to do next. Make routes of different levels so students with lower skills can succeed too!

Considerations: The compass game can be a real success builder in participants. At times however, students become extremely frustrated at this activity. When this occurs, a staff person should run the course as students often make a simple mistake which throws all the bearings off. Remain with students until they understand their mistake. Soon they'll be begging for harder courses and whizzing through them!

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Fill and Spill

Behavioral Goal: Students will use individual skills to accomplish a group goal. Participants will also demonstrate verbal support of team members.

Objective: The object of Fill and Spill is to fill a tin can with water using a sierra cup.

Materials: 3 - #10 tin cans 1 sierra cup for each team

Procedure:

1. Fill 2 cans with water and place an empty can at the other end of a line of students.
2. Passing a sierra cup along the line, students must fill the empty can using water from the full cans.
3. The cup must be handed to each person both to and from the filling can.
4. Time the length of time it takes to fill the can!

Considerations: Keep teams equal in numbers if the activity is a competition. Have students stand fairly close together. If negative comments or a lot of yelling at other team members occurs, stop the game and have a short discussion on giving positive support to each other. Try again!

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Giant X

Behavioral Goal: Students will increase self-confidence and self-concept through working on task, trying hard, and discovering that one is capable when determination and support from friends is present.

Objective: Students should go from one side of the "X" to the other side without touching the ground.

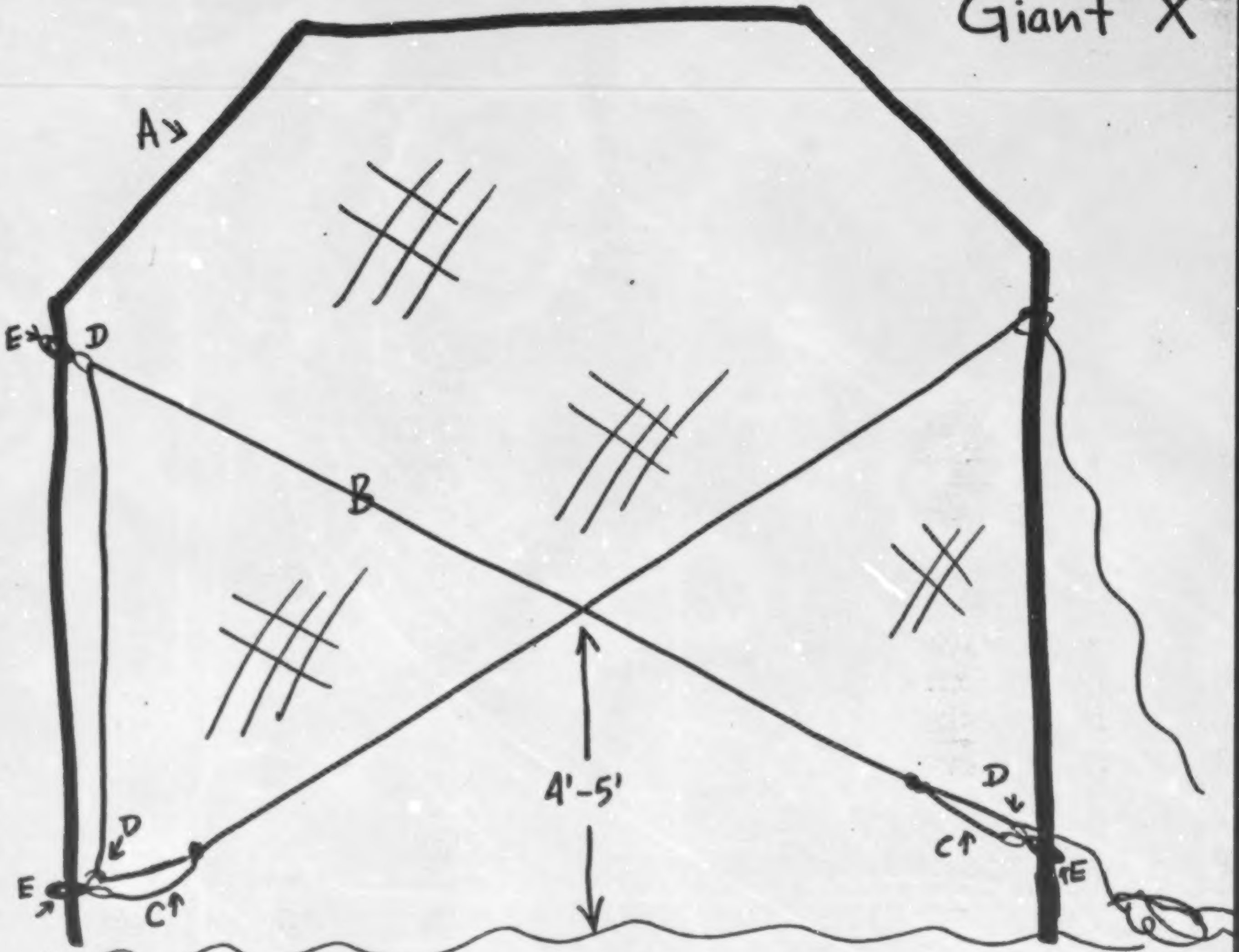
Materials:

backstop or similar structure
goldline rope 7/8
prussiks to tighten legs of X
carabiners
slings
hardhats for students

Procedure:

1. This initiative has several danger points and require extremely careful spotting by staff and students, especially near the middle of the "X."
2. Explain that the entire group will be involved in spotting each other and providing moral support.
3. Students should try and go from one side of the "X" to the other without falling.
4. Debrief students by asking them the hardest part of the course, how well they worked as a group spotting, and individual spotting techniques.

Giant X


A
E
D
B
D
E
C
4'-5'
D
C
E
CMF

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Indian Steal

Behavioral Goal: Students will improve this self-concept, challenge their senses, trust other members of the group, and play family.

Objective: The objective of the game is to grab the object without being touched.

Materials:
dark room or blindfolds
book or ruler
ball

Procedure:

1. The objective of the game is for group members to steal an object from one group member who is blindfolded. The blindfolded group member with the object, places the object on the ground by his/her feet.
2. The other students try to sneak within grabbing range without the student with the object being able to detect them.
3. The student who successfully steals the object becomes the next person to be blindfolded.
4. Sometimes the blindfolded protector tends to wave his/her arms and touch the ground constantly which makes it impossible for anyone to get through. It is important to have the protector stand still and reach out to tag sneakers. Also, if it becomes too easy for the sneakers, litter floor with noisy paper or other noisy material.

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Knots

Behavioral Goal: Students will work independently towards a goal, while increasing their self confidence.

Objective: The objective of the lesson is to learn to tie as many knots as the student desires.

Materials:
knot pictures
4' - 5' lengths of rope or cord

Procedure:

1. Display descriptive pictures of the following common knots in the classroom. Overhand knot, square knot, bowline, sheet-bend, water knot, fisherman's knot (double and single), figure 8, slippery sheet bend and timber hitch.
2. To help motivate students who may have never worked with ropes and knots, offer prizes or Wilderness Points for correctly tied knots.

Considerations: Some knots are difficult, some very easy. A variety of knots should be displayed to match student skill levels.

An excellent book for reference purposes is:
Book of Knots
Clifford Ashley
Garden City, New York
Doubleday & Company © 1944

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Ladder Walk

Behavioral Goal: Students will increase their self-confidence and self-concept through working on task and trying hard with determination to support from friends, through this challenge.

Objective: The object of the ladder walk is to cross the rungs to the end of the ladder.

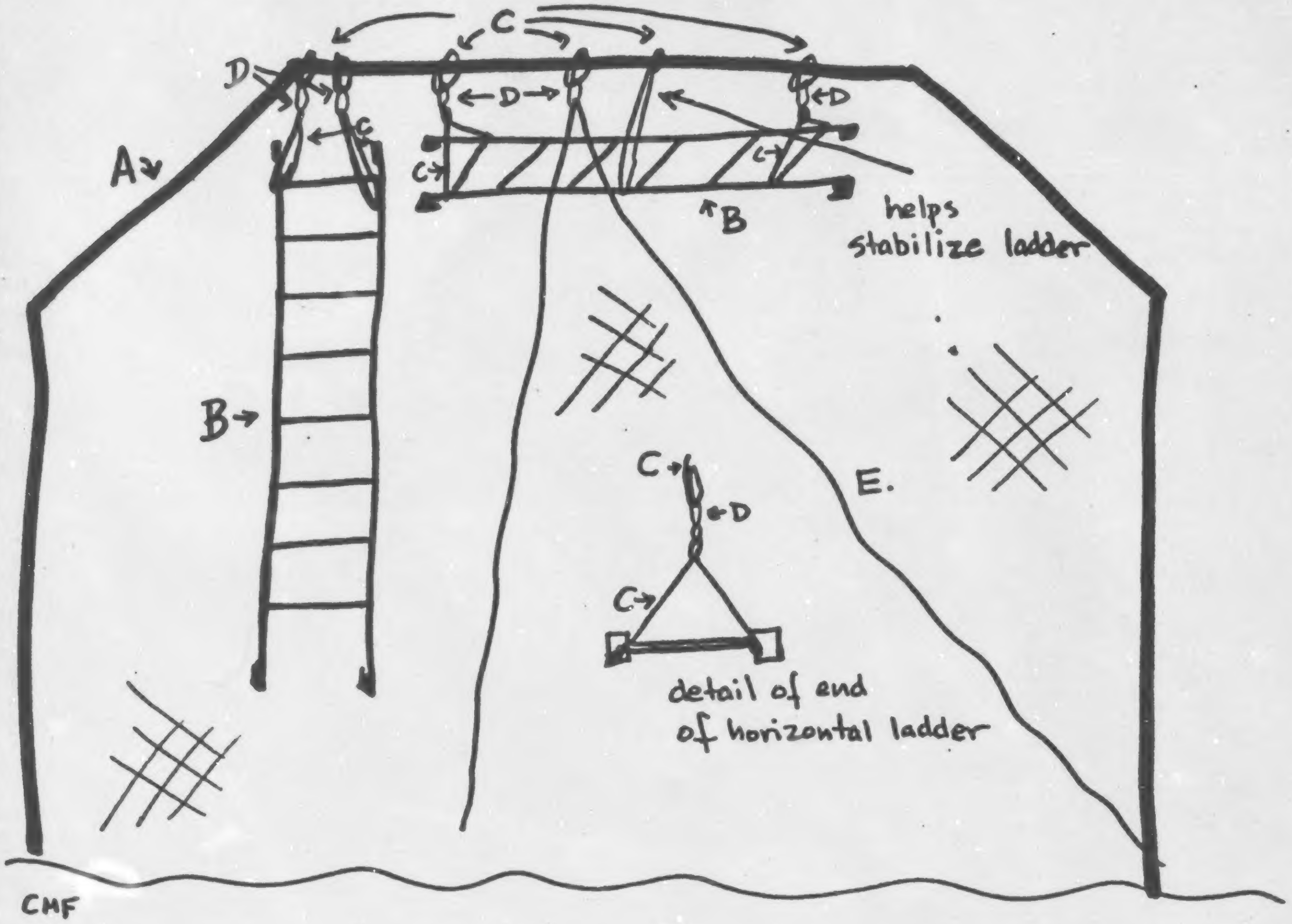
Materials:
(refer to drawing)
backstop or similar structure
extension ladder that will come apart
1" tubular webbing slings
carabiners
7/16" goldline for belay rope
hardhats for students

Procedure:

1. Explain safety precautions. All students must be belayed during this activity.
2. Use mini-challenges or Ranger Records to involve the rest of students until their turn.
3. Students can climb up the vertical ladder and can go back and forth on horizontal ladder if they have the strength. Students can drop from the horizontal ladder and "fly like Tinkerbell" to the ground.
4. For students who are initially too timid to cross over from the vertical to the horizontal ladder, encourage them to let go at the top of the vertical ladder so they can "fly like Tinkerbell" on the belay rope. This raises their risk level and helps them overcome their fear of the crossover to the horizontal ladder.

Considerations: Students can progress on the ladder walk quite quickly in a short period of time, from being too scared to cross over from the vertical ladder to the horizontal ladder to going back and forth several times while waving at friends!

Ladder Walk



C
D
C
D
C
A
C
C
C
D
B
helps stabilize ladder
B
E.
C
D
C
detail of end of horizontal ladder
CMF

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RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Loop Walk

Behavioral Goal: Students will increase self-confidence through working on task, and trying hard. They will also raise their risk level.

Objective: Students will learn how to move from loop to loop without touching the ground.

Materials:
(refer to drawing)
backstop or similar structure
1" tubular nylon webbing slings
hardhats for students

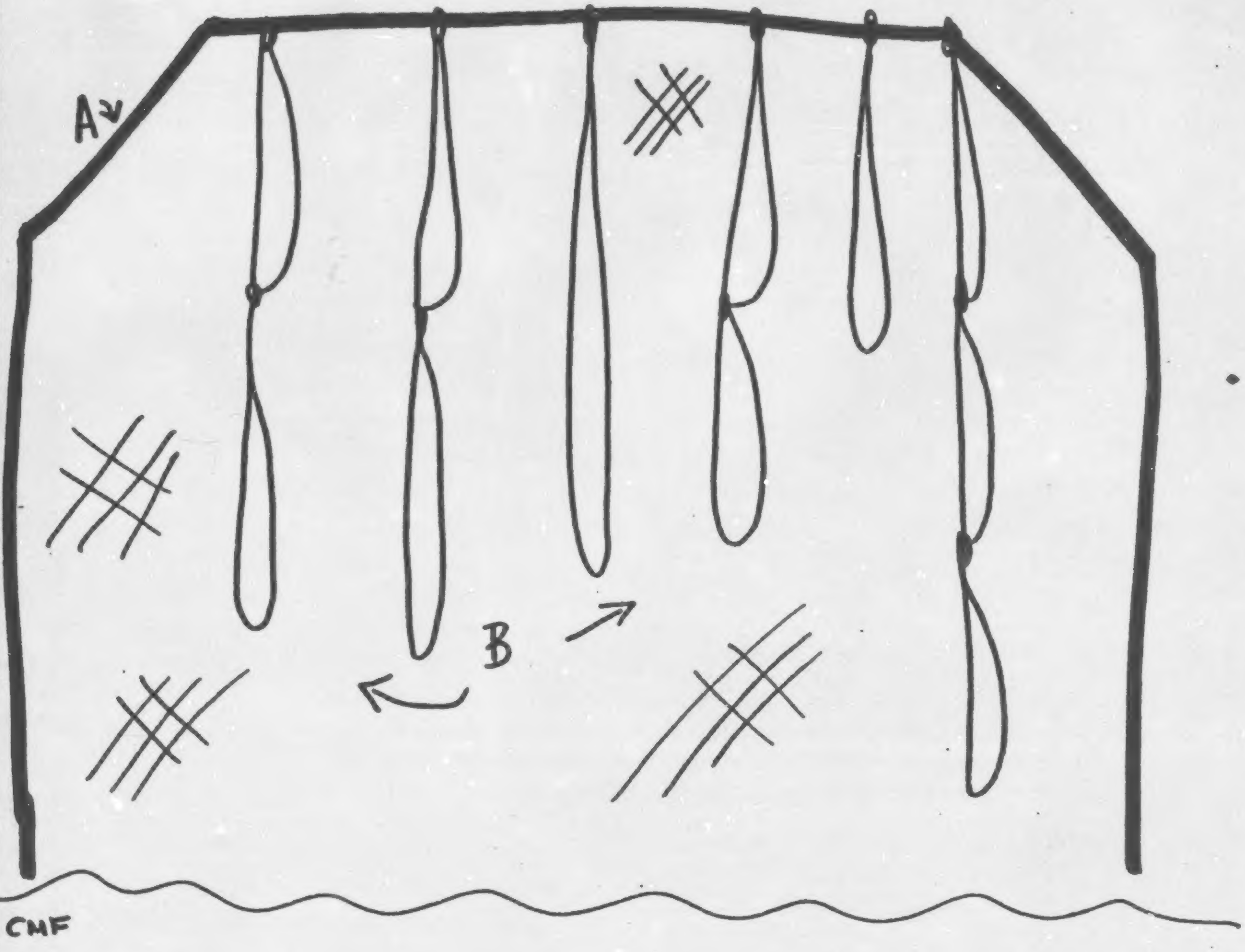
Procedure:

1. Gather the group together and explain the safety precautions.
2. Have individual students go across the loop walk. Help them only when they ask for help.
3. Staff should carefully spot students. The loops should be low enough that spotting is practical and safe.

Considerations: This course can be made more challenging by attaching slings to goldline and then hanging this off of the backstop. The goldline stretches and wiggles making slings harder to cross. Another challenge is to make the rule that students cannot touch the goldline.

C

Loop Walk



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RANGER LESSON PLAN

Curriculum Unit:	Ropes Courses/Initiative Tests
Activity:	Lunch in the Trees
Behavioral Goal:	Students will improve their ability to solve complex problems while working as a cohesive group.
Objective:	The whole group has to eat lunch in the trees without touching the ground or the trees.
Materials:	trees slings ropes

Procedure:

1. This activity is great fun for a group which is working well together. It adds a bit of excitement and challenge to an otherwise normal lunch.
2. Discuss with students the nature of the challenge while collecting their lunches. This tends to insure group cooperation.
3. Give the students the materials necessary to solve the problem and allow them to begin.
4. If students are having problems staff involvement may be necessary to help develop a plan or help solve the problem. The usual solution to the initiative is a spider web arrangement between several trees.
5. When the group has solved the problem and all members are in the trees, handout the lunches.

RANGER LESSON PLAN

Curriculum Unit:	Individual Initiative Tests
Activity:	Mini-Challenges
Behavioral Goal:	To challenge individual, expand horizons of their bodies, fun.
Objective:	To give students something to do while waiting for an activity. These challenges can be used a variety of places depending on how vigorous they are.

Description of Challenges:

A. Inside Out
Two students, approximately the same size face each other, join hands and raise them overhead. They turn, one going under his/her left arm and the other under his/her right arm. This brings them back to back. With their arms still raised they continue to turn in the same direction until they are facing each other again.

B. Pretzel
Have student grasp the ends of a stick (round) in front of his/her body, she/he should then climb through the stick by bringing first one leg and then the other between the stick and the arm and by moving the stick up over the back and head and down in front of the body. Do it in reverse.

C. Heels to Ground
Stand with feet together and toes six inches from a wall and touch your knees to the wall without raising your heels. When accomplished try for a greater distance.

D. Thread the Needle
Hands clasped in front, step through your arms one leg at a time and then step back through without separating your hands.

E. Turk Stand
Legs crossed at the ankles, arms folded, sit down and stand up.

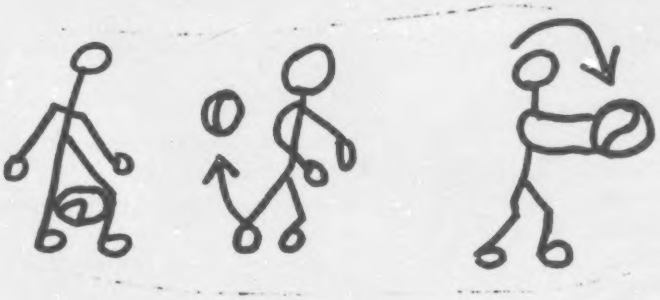
F. Heel to Hand
Jump high in the air bringing your feet up behind you and touch your palms to your heels. Have soft place to land!

RANGER LESSON PLAN

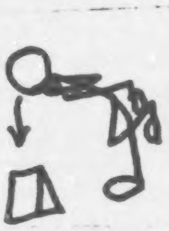
Description of Challenges:

G. Step Over Stick
Hold a stick about a yard long in front of the body by grasping it with the hands, palms down. Bend forward and step over the stick with one foot and then with the other. Move the stick up over the back and head, and down to starting position. Then do the stunt in reverse, moving the stick over head and back, and stepping over it with both feet.

H. Ankle Throw
Hold soccer, volleyball or basketball firmly between ankles. Jump upward, kicking feet backward and upward, tossing ball over the head and catch it in front of the body. A real challenge.



I. Crane Dive
Place a piece of cardboard or paper 12 inches high on the floor. Grasp the right ear with the left hand and holding the foot up behind with the right hand bend over and touch the cardboard with the nose. Tough. Made landing soft!



J. Ankle Jump
Stand with the feet together, bend knees slightly and grab the ankles with both hands. In this position, jump over a chalk mark placed about one foot in front of the toes. Variation hold toes, knees straight, and jump over a line, gradually move line forward.

RANGER LESSON PLAN

Description of Challenges:

K. Knee Spring

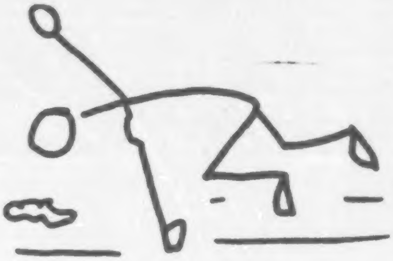
From the position of standing on the knees, lift hard with the arms and try to regain a standing position. Keep toes out flat behind while in the kneeling position. Do with soft landing.

L. One Foot Balance

Stretch left leg backward, while bending trunk forward and extending arms sideward until this position is reached: the head is up, trunk parallel to floor, the left leg is fully extended with the toes of the left foot pointing. The supporting leg is kept straight. Hold this position for 5 to 10 seconds. Return to starting position. Repeat, using the opposite leg for support.

M. Fish Hawk Dive

Kneel on one knee with the other foot entirely off the floor or ground. By bending forward pick up with the teeth a piece of crushed paper that is placed on the floor directly in front of the knee on which you are kneeling. Hold arms out at side. (Have a spotter.)



RANGER LESSON PLAN

Curriculum Unit:	Ropes Courses/Initiative Tests
Activity:	No Eyes Obstacle Course
Behavioral Goal:	Students will learn how to give directions, feedback, cooperate, and deal with frustration.
Objective:	To move a ball through a simple obstacle course.
Materials:	kickball blindfolds

Procedure:

1. Explain the activity to students and have participants group into pairs.
2. Blindfold one member of each pair. The other member becomes the "seeing" member.
3. The "seeing" member gives direction to the "blinded" member regarding how to move the ball through a simple obstacle course.
4. The "seeing" members may not touch the "blinded" member (unless danger is imminent!)

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Ranger Records (a/la Guinness book of Records)

Behavioral Goal: Students will participate in a activity in which they can excell and gain recognition.

Objective: The object of Ranger Records is to have fun, give students something to do while waiting for turns on other courses, and to provide a sense of accomplishment for students who might not be having much success in school.

Materials: chart for posting records

Procedure:

1. Anything can be material for a Ranger Record from breath holding to beating staff in a cross country race! The stranger the record the better, as this allows students who have never excelled at anything to call upon their unusual talents.

   For example: The giggle log is a wiggly piece of wood that when lying on the ground requires concentration, balance, determination to remain on top. It wiggles to the extent that the log named itself as students cascaded off of it into happy piles.

   The sky is the limit in the variety and fun that can be had with Ranger Records.

2. Post records with student names, events and the record time on a poster where it will be visible to all.

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Ship Wreck

Behavioral Goal: Students will cooperate as a group.

Objective: The object of Ship Wreck is to gain the most points during the activity through group cooperation and fast action!

Materials:
large field
1/2" plywood circles 3 or 4 feet in diameter for each group to use as a "ship."

Procedure:

1. Divide students into two groups with 8 to 10 members per group.
2. Give each group a "ship" and instruct all members to hold onto sides.
3. Groups are to run with their "ship" until a staff member yells "Shark!" then all members jump on board the "ship." The first group on board with all feet, gains a point. Repeat this procedure several times. The first group to reach finish line gains 5 points.
4. Add up points to decide the winner.
5. Debrief with specific suggestions on how to improve next time.
6. Repeat the activity.

Considerations: A variation of the activity is to have sharks tag people with their feet of the board who then become sharks. The group to reach the finish line with the most number of people still aboard wins the game.

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Slanted Beam

Behavioral Goal: Students will increase individual risk taking, balance, self-reliance and self confidence.

Objective: Each student will walk to top of the beam.

Materials:
- 25 to 30' log 8 to 10" in diameter
- two 15' lengths for each swami belt (climber and belayer)
- 1" tubular webbing,
- 15' of 1" tubular webbing for lashing
- 3 locking carabiners
- hardhats for each student
- 1 goldline climbing rope for belay rope

Procedure:

1. The Slanted Bean is a sturdy log that is lashed to a backboard, backstop, or other strong, well-anchored support. The student is to walk upright to top of log and touch a predetermined point. At that point he/she will ease off and be lowered to ground with a belay rope. When a student has trouble and keeps falling off log, coaching can eliminate the problem. A student straddling the log (trying to shinny up) will experience great difficulty, therefore, this practice should be discouraged. Each student should have a hardhat on and be tied into a belay. The belay should be set to allow students to swing free without hitting walls, poles, etc. The angle of the beam can be altered to challenge the experience, skills, and sense of adventure in the group. The greater the angle the greater the difficulty.
2. Construction: (Refer to drawing)
   - A. The slanted beam should be a solid log and fairly consistent in diameter (8 to 10 inches). The larger end will go on the ground and the small end will be lashed to the upright or tree, backstop, etc. The log should be long enough (25 to 30 feet) to allow flexibility in the desired angle. If a log is too short it can only be placed at a fairly steep angle. Leave the bark on the log for extra friction for the climber.
   - B. Footholds can be chopped in for extra help, but towards top chop footholds smaller, irregular, and farther apart to make top of beam more challenging.

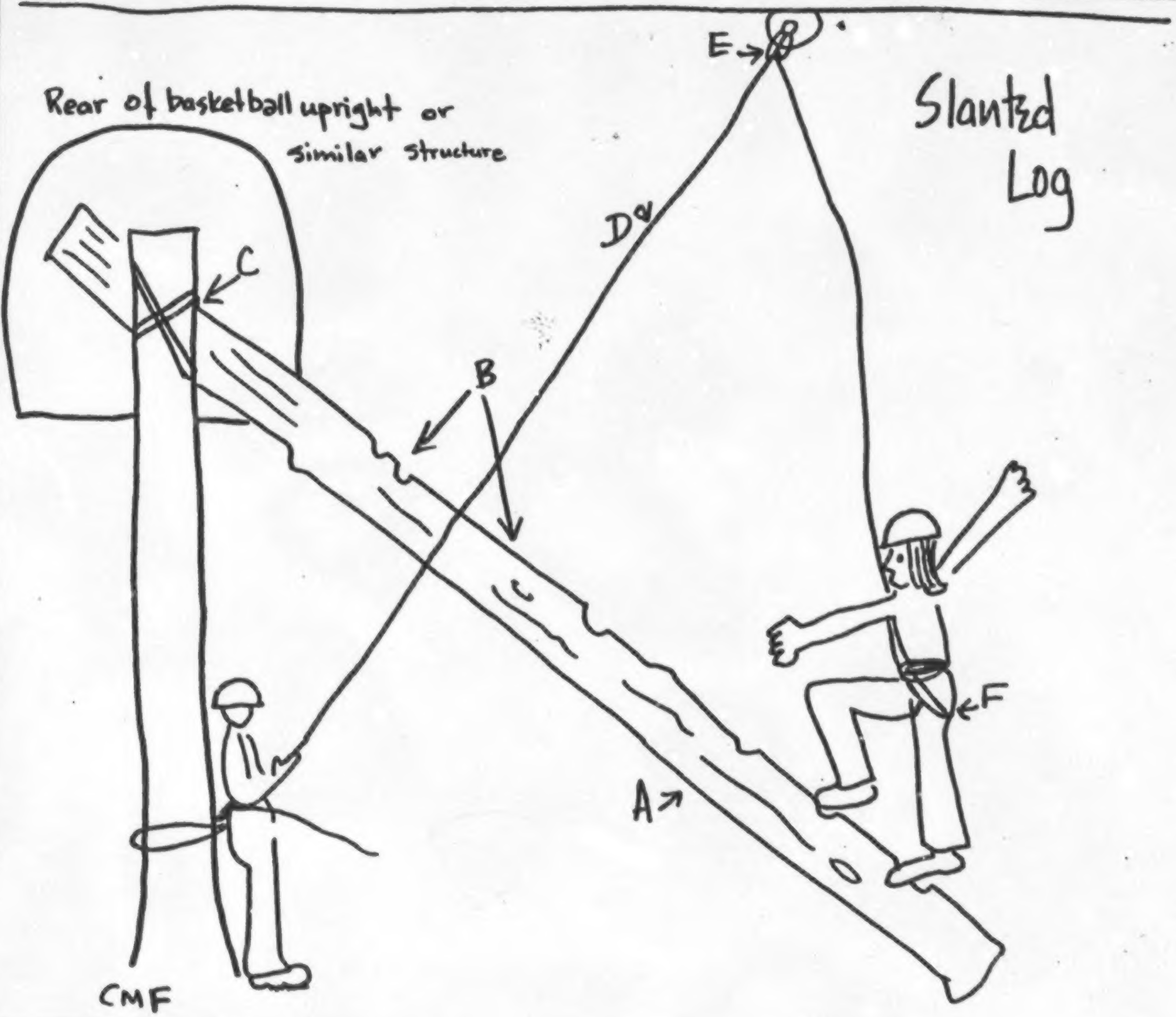
RANGER LESSON PLAN

Procedure:

C. Lash log securely with 1" tubular nylon webbing.
D. The belay rope should be a 7/16" goldline.
E. The belay should be attached to a belay anchor, that is higher and to one side of the log.
F. Use a diaper sling or swami belt to cushion weight when student swings free. Staff should belay. All ropes courses should be checked by staff to insure that the course will hold the weight. Also test all conceivable positions and problems students could encounter and build in protection procedures for each situation.

Considerations: See pages 50-51 of Project Adventure's *Cowtails and Cobra's* for a different variation.

Slanted Log


Rear of basketball upright or similar structure
E
D
C
B
F
A
CMF

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Smallest Monument

Behavioral Goal: Students will have fun working together as a group in a challenging task.

Objective: Students will get a bug's eye view of world.

Materials: dry ground a few rocks of varying size

Procedure:

1. Have students lay on their stomachs in a circle with their heads in the middle like the spokes of a wheel.
2. Explain the task by piling three small rocks upon each other. Challenge group to make a pile of three rocks (pebbles, bits of sand. . . !) that is smaller than yours.
3. Give appropriate reinforcement for positive behavior.

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Spider Maze

Behavioral Goal: Students will work independently to complete a task, support other group members, and expand their self-awareness.

Objective: Students will move from one end of maze to the other.

Materials: blindfolds 150' rope

Procedure:

1. Construct a spider maze using a 150' rope which winds its way down, around, and through the forest. Be careful that the area selected is one that the students can negotiate with success. If they fall, could they be injured? Are there hazardous spots?
2. Have students wear blindfolds and use senses other than sight to feel their way along the route without losing the rope or falling down.
3. To debrief the activity, ask students to describe their experience using senses other than sight to find their way down the rope.

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Wild Walk

Behavioral Goal: Students will develop group cohesiveness, provide support for other group members, and stay together as a group. Students will also expand their comfort zones.

Objective: To increase students awareness of a forest environment through using their senses.

Materials: none

Procedure:

1. A Wild Walk can be a time to get to know students and/or challenge a group in special ways. Fast students can be sent back to help slower students. Slow students need to be encouraged and constantly supported. Quite often in their "slowness" they are seeing things the rest of the group is missing. Take time to "see" with them. Also, this activity does not have to always be hardwork. Sometimes it is a chance for a pleasant quiet stroll through an area with friends.
2. Introduce the following rules of a Wild Walk to the group:
   a. stay together
   b. help each other, no put downs
   c. be observant
3. The group will be ready to leave when each student has made his/her commitment. Have each student make a commitment to follow the rules.
4. Begin the walk by setting a pace by which students are challenged but not exhausted.
5. Take a route that meets the needs of the group. While on route, force students to help each other and provide support. Keep a close eye on slower students. Have the group provide support and help the slower students so they don't become quickly frustrated.
6. A wild walk can take place in any environment that is exciting and interesting to the students. Remember, it is a Wild Walk because the route is new and unfamiliar, not because of the behavior of the students!

RANGER LESSON PLAN

Procedure:

7. As the group returns, debrief them on how well they followed the rules. Where did the group work well together? Where did individuals have problems?
8. How could the Wild Walk have been better? The instructor should focus on the positive actions of the group that occurred.

Considerations: A Wild Walk may be earned by students through good behavior while in the group.

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Window Well

Behavioral Goal: Students will participate in making decisions, cooperating as a group, and supporting other members in their efforts.

Objective: Students will work as a team to get the group out of the window well in the least amount of time.

Materials: 6' window well

Procedure:

1. Lower a group of students into the window well.
2. Have the group work out and test a plan to get all the members out of the well.
3. Time the activity. Make modifications on the plan and challenge the group to decrease their time.
4. Analyze the activity in terms of the behavioral goals.

RANGER LESSON PLAN

Curriculum Unit: Ropes Courses/Initiative Tests

Activity: Witches Broom

Behavioral Goal: Students will cooperate as a group while making decisions and formulating a problem solving plan of action.

Objective: The whole group must sit on the Witches Broom without any member touching the ground as quickly as possible.

Materials:

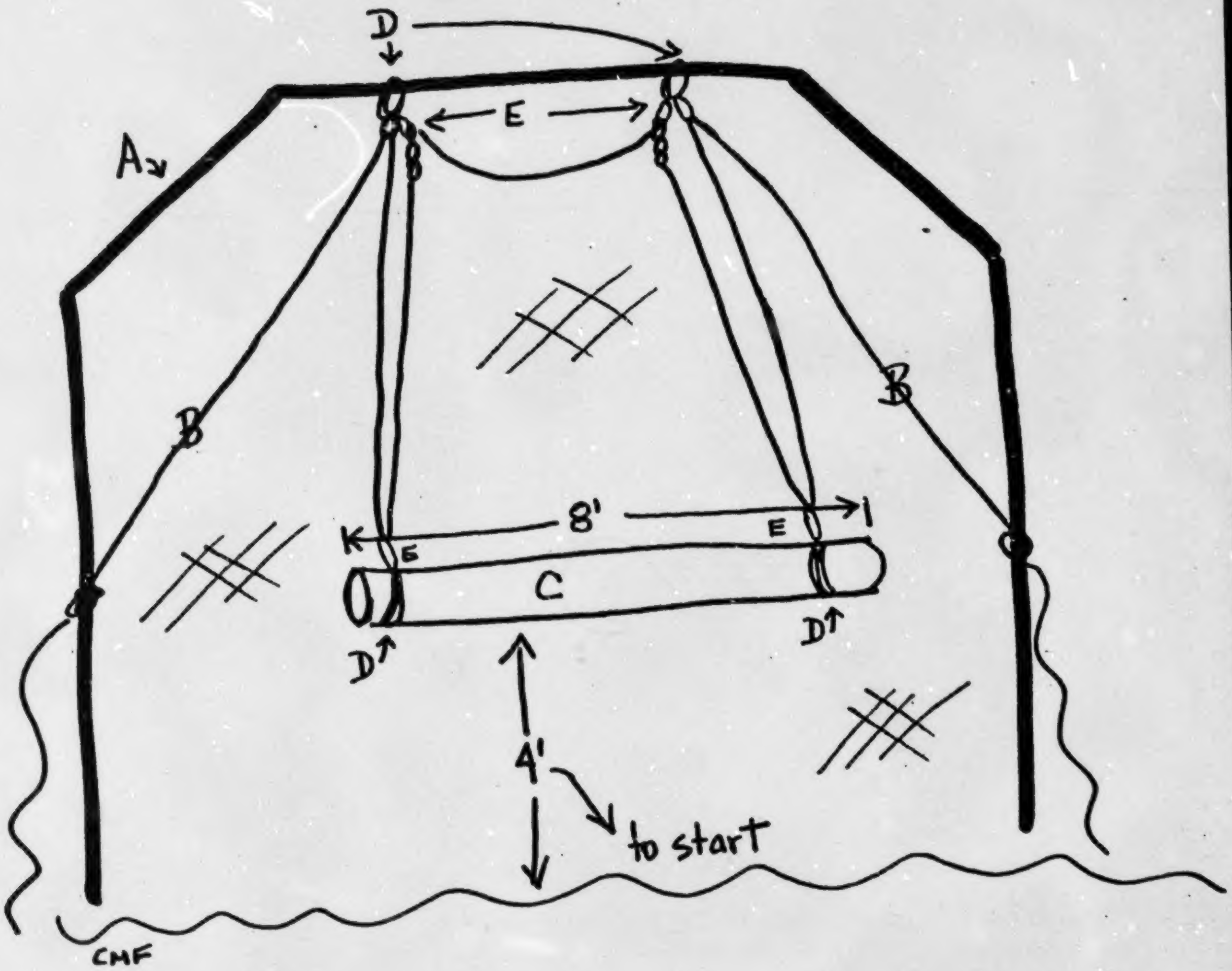
- backstop or similar structure
- 7/16 goldline rope
- log 7" to 8" in diameter
- 1" tubular nylon webbing
- 6 carabiners
- hardhats for students

Procedure:

1. Gather students around the Witches Broom to explain the purpose of the activity and safety precautions.
2. Have a group (7 maximum) line up several yards from the Witches Broom.
3. Begin the activity with a hand signal. Students should then run to the log and climb aboard in the shortest amount of time possible. During the activity staff should carefully spot students in case someone rolls off the log.
4. Debrief the group by telling them their time, discussing their plan of action and asking group members if they can improve their time. Have students offer specific suggestions on how the group can improve their time by formulating a plan and working together.
5. Repeat the activity.

Considerations: Students may have a tendency to throw each other over the log so this activity must be carefully spotted! Also, students in the middle of the log have nothing to hold onto and can fall off easily. Spot carefully!

Witches Broom


D
E
A
B
B
8'
E
E
C
D
D
4'
to start
CMF

WORK PROJECTS

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INTRODUCTION TO WORK PROJECTS

Project Ranger provides a unique opportunity for students to experience productive service oriented work sessions in the outdoors. Approximately 40 percent of student time at Ranger is spent on such conservation work projects. These projects provide a worthwhile service to North Portland community while providing students with a sense of accomplishment and self worth. Work projects not only accomplish needed tasks, but also serve as a valuable time for counseling students.

Getting the Most Out of Work Projects

Ranger work projects are "more than work for the sake of work." Work projects are carefully designed to begin with tasks demanding teamwork and during the term, progress toward tasks which demand students to develop as self-directed independent workers.

Early in the term when a group is not familiar or comfortable with other members of the group, work projects are tailored to build grouping skills. Trail building is an excellent example of such a project. The entire group must work as a cohesive unit to make any real progress on the trail. If individuals are not willing to work together, then the trail becomes a fragmented piece of work, much like the group effort. As the skills of Ranger students develop, the work projects become more individualized, stressing the development of a self-directed individual who is able to accept responsibility for his/her own actions. An independent project at Ranger is held in high regard by the students. Embarking on an independent work project demonstrates that the students have gained enough group skills to work as constructive members of a group and are now ready to gain more skills in becoming a independent and self-directed Ranger.

Work projects also provide the staff with an opportunity to counsel students. Such counseling is accomplished through using the following techniques:

1. Focus on the behavioral goals of the group. Encourage cooperation, teamwork and leadership skills.

2. Work beside specific students, get to know team better and discuss problems.

3. Model proper work behavior so students will stay on task and gain a positive work attitude.

4. Provide a time for a special activity for a group of students who have earned a privilege. Work projects often give students who do not normally perform well in the classroom an opportunity to assert themselves and experience success during the school day. Make the most of those situations!

Procedure for Generating Work Projects

Work projects must be carefully selected to insure that each project is consistent with Ranger goals and the needs of the students. The first step in setting up work projects involves communication with a potential sponsor and deciding upon the appropriateness of the work project. A telephone call is a good means of initiating contact. Call the prospective sponsor. Introduce yourself, identify the program as a part of the public school system and briefly explain the program and the Ranger goals. Provide examples of the types of work projects Ranger students have performed in the past and suggest possible projects with the sponsor. Brainstorming in this manner will help gel the sponsor's thought process and perhaps net a few ideas. Also, explain to the potential sponsor that work crews have six students working under the supervision of an experienced staff member. Listen and evaluate the sponsor's comments. If the sponsor lacks appropriate work projects, thank him/her graciously and move on. If appropriate work projects are available, set up a time for a site visitation.

The site visitation allows both evaluation of the work project and discussion with the sponsor. Use the following criteria to evaluate potential work projects:

1. Does the project provide a service to the community and/or a positive impact on the environment?

2. Can the students complete a project safely with a minimum amount of adult help? Projects demanding an extended amount of adult work to complete should be avoided.

3. Can the students complete the project in a reasonable length of time to provide feeling of accomplishment?

4. Are the tools and resources needed for the project available?

5. Is the project dependent on an outside source for materials supervision? If so, is the source dependable and willing to follow through?

6. Is the project one that you might want to do yourself? Experience has shown that if the staff is not in favor of a particular project the students all soon become unenthusiastic.

If the work project is appropriate, proceed to finalize the agreement. It is desirable to have the sponsor play at least a minimal role in the work project. This involvement may include providing work gloves, materials, special tools, or removing brush piles. Such participation by the sponsor insures their commitment and concern for the project. Before finalizing the agreement, discuss and come to a mutual agreement on the length of the project, quality of work, specific instructions, necessary tools/ supplies and specific working duties. It may be helpful to provide a written agreement.

SOURCES FOR WORK PROJECTS

There are two basic rules to follow in deciding who to contact to sponsor a work project.

First, any public or private non-profit organization is fair game and, secondly, be innovative and take the initiative! For example, the chief of the North Portland Police Precinct throughly approved of Ranger students landscaping around the Police building. It turned out that the city landscaping crew did not have time to do the work and Ranger students fitted the bill perfectly. The following list contains other possible sources.

1. Local park managers and the city park department

   Begin with the park managers. They know the needs of their park better than anyone else and usually appreciate volunteer help. The city park department may provide other suggestions.

2. Local water and road departments

   Ranger students are perfect for clearing water lines and pruning back bushes along roadways. Do not accept a project along a busy or dangerous roadway.

3. Community service organizations

   These groups include museums, educational organizations and community agencies. For example, Ranger students have worked for the Audubon Society, Western Forestry Center, community gardens and the Naturalist in the Schools Program.

4. Ranger projects

   There are also work projects directly related to Project Ranger. These projects may be complimentary to the environmental curriculum or pertinent to the maintenance of the program. For example, students constructed bird houses, bird feeders, and arrowhead chippers during the Oregon Ecology and Geology curriculum. Students have also built balance beams, collected materials for initiative tests, cleaned the bus and scraped skiis.

The remainder of this section contains lesson plans which have been included to stir the imagination and initiative of the reader to seek work projects suited to particular sites and student needs.

GENERAL RULES FOR TOOL HANDLING

1. Carry tools on downhill side of trail. In case of fall, tool can be thrown away from person.
2. Tools should be carried with head of tool forward, edge down.
3. Always make sure people are a safe distance apart before using tool.
4. Individuals should walk when carrying a tool, and allow six feet between workers.
5. Wear hard hat at all times when on a project to protect from falling branches, swinging tools, and loose rocks.
6. Axes and polaskis should only be used by staff.
7. When not in use tools should be put down in a safe and proper way.
8. All tools should be cleaned after use and kept sharp.

RECOMMENDED TOOL DISTRIBUTION FOR TRAIL WORK

Group of 5	3 grub hoes 2 McCloud 1 shovel or trail brayker

axe or polaski for staff person

With larger groups, at least half of the students should have grub hoes.

With groups larger than 5-6 students, efforts should be made to subdivide group, allowing students to work in 2 separate areas approximately 30 yards apart. Staff should circulate between groups to help out, give pointers, and help students stay on task.

TOOL USES AND SAFETY

1. Shovel: Good general purpose tool
    - A. For digging in ground, edging trail
    - B. Not for prying and moving rocks
    - C. Know where you are throwing dirt
    - D. Needs to be kept fairly sharp

2. Trail Brayker: Light hoeing tool
    - A. A bent shovel to be used like a hoe
    - B. Good for edge of trail, moving, carrying soil
    - C. Weak neck, not good for heavy work

3. Grub Hoe: Heavy duty trail tool
    - A. Good for soil with gravel, small roots
    - B. Fairly heavy tool, swing over shoulder, measure like axe
    - C. Check head often for tightness
    - D. Keep clear of other people

4. McCloud: For smoothing and grading trail
    - A. Good in soil with small rocks
    - B. Has two sides; one for smoothing, one for rough raking
    - C. Leave standing when not in use
    - D. Extremely dangerous when not properly used

5. Lopper: Branch cutter
    - A. For cutting small diameter brush up to 1-1 1/2"
    - B. Fragile tool, handles break if improperly used
    - C. Keep sharp

6. Rake: Very little use on trail
    - A. Nice to make finished appearance
    - B. Can be used to spread bark chips

7. Polaski: Combination hoe and ax
    - A. Should be used by staff only
    - B. Keep very sharp
    - C. Handle very carefully

RANGER LESSON PLAN

Curriculum Unit: Work Project

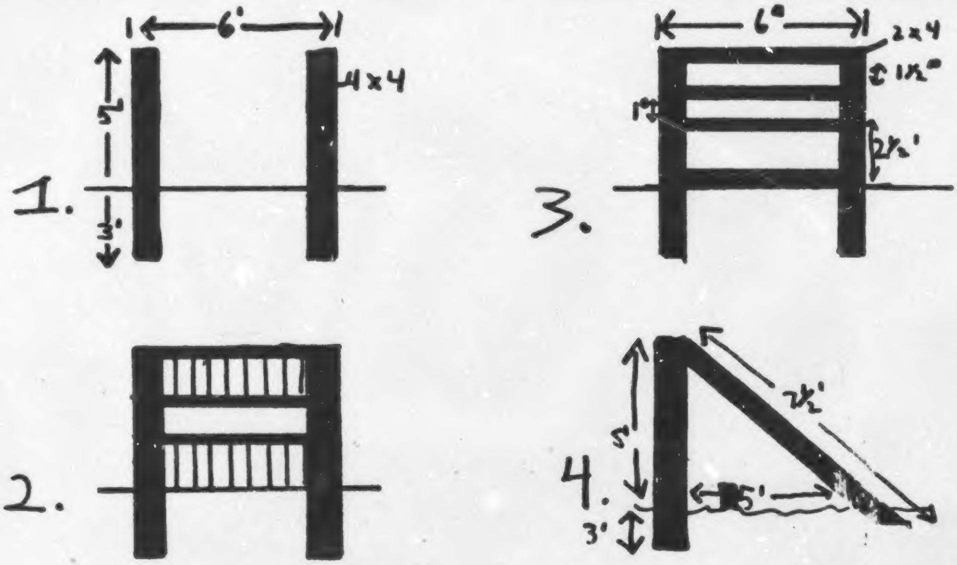
Activity: Bird Blind

Behavioral Goal: Students will demonstrate proper use of small tools, cooperate and work towards a common goal. Students will gain a sense of accomplishment and improve their self-concept.

Materials:
hammers
nails
saws
shovels
2-8' 4 x 4's
4-6' 2 x 4's
1/2" plywood to cover a 7 1/2' x 6' span

Procedure:

1. Determine appropriate site for Bird Blind.
2. Collect materials and draw final design. The attached sheet provides an example of an easily constructed Bird Blind.



BIRD BLIND CONSTRUCTION

1. Dig 3' holes approximately 6' apart. Cut tops of 4 x 4's to a 45° angle. Place 4 x 4's in ground with 45° angle facing to the back of the blind and bury post 3' in the ground.
2. Saw 2 x 4's to 6' lengths and nail up supporting structures.
3. Nail on cedar shakes.
4. Saw plywood to appropriate size.

RANGER LESSON PLAN

Curriculum Unit: Work Project

Activity: Bird Feeders

Behavioral Goal: Students will work together, follow directions and develop group cooperation. Students will gain a sense of accomplishment and improve their self-concept.

Materials: See references listed below for a more complete materials list.

Possible bird feeder materials include:

onion sacks
bleach bottles
milk cartons
wire mesh
plywood
screwdriver
screws
hammer
small dowel
drill and appropriate bits

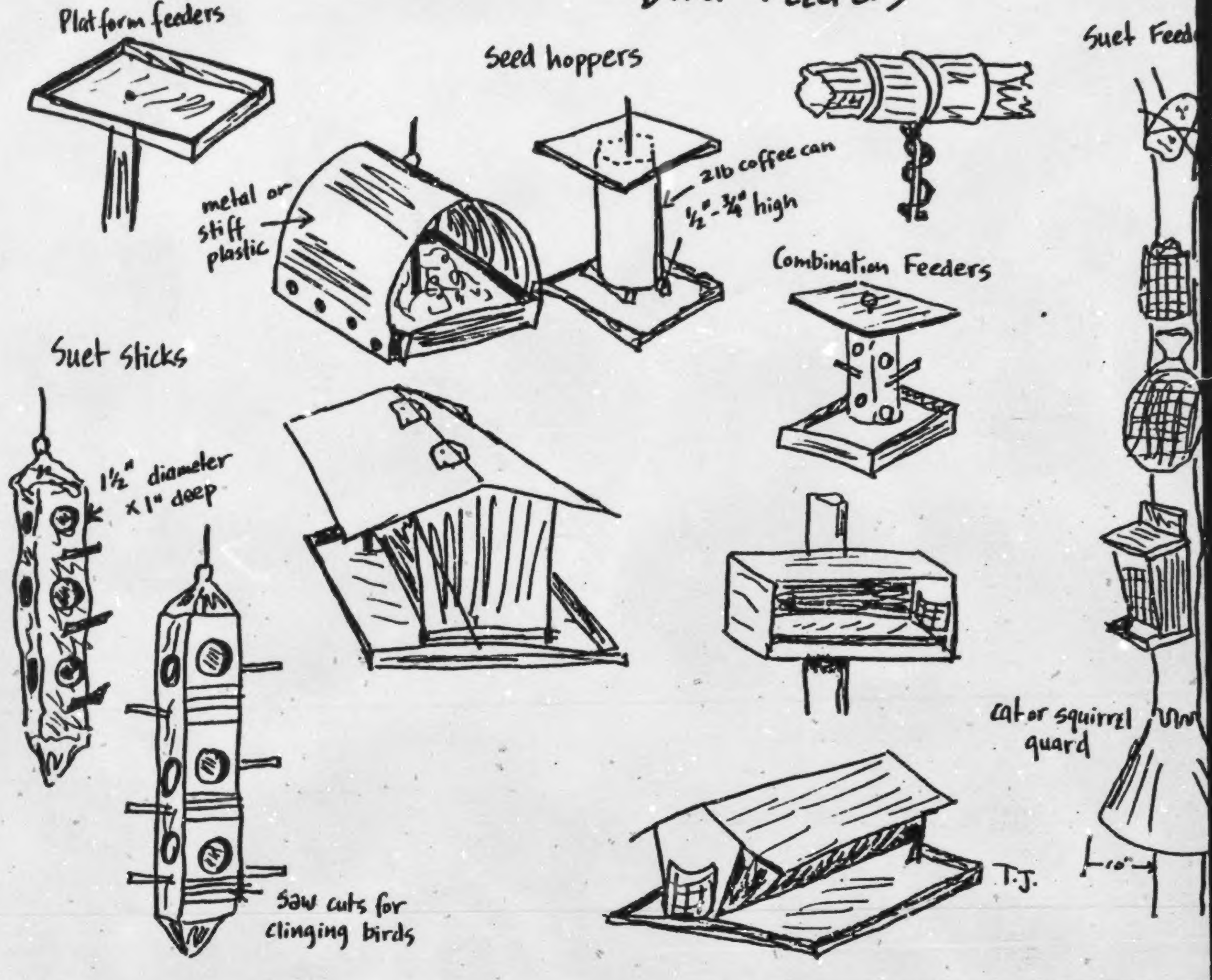
Procedure: The following references provide excellent directions:

a. *Ranger Rick's Nature Magazine*, December 1976.

b. *The Natural History Guide*, by H. Charles Laun Alsac Books and Films, third edition, 1972.

Considerations: Plan and collect materials well in advance. This activity works best if each student is allowed to construct his/her own feeder.

Bird Feeders


Platform feeders
Seed hoppers
metal or stiff plastic
2lb coffee can
½"-¾" high
Suet Feed
Combination Feeders
Suet sticks
1½" diameter x 1" deep
saw cuts for clinging birds
cat or squirrel guard
10"
T.J.

RANGER LESSON PLAN

Curriculum Unit: Work Project

Activity: Bird Houses

Behavioral Goal: Students will work together, follow directions and develop group cooperation. Students will gain a sense of accomplishment and improve their self-concept.

Materials: See references listed below for a more complete materials list.

Possible bird house materials include:

- hammer
- nails
- screws
- screwdriver
- bark
- hollowed out pieces of logs
- drill and appropriate bits
- plywood

Procedure: See accompanying pictures for construction ideas:

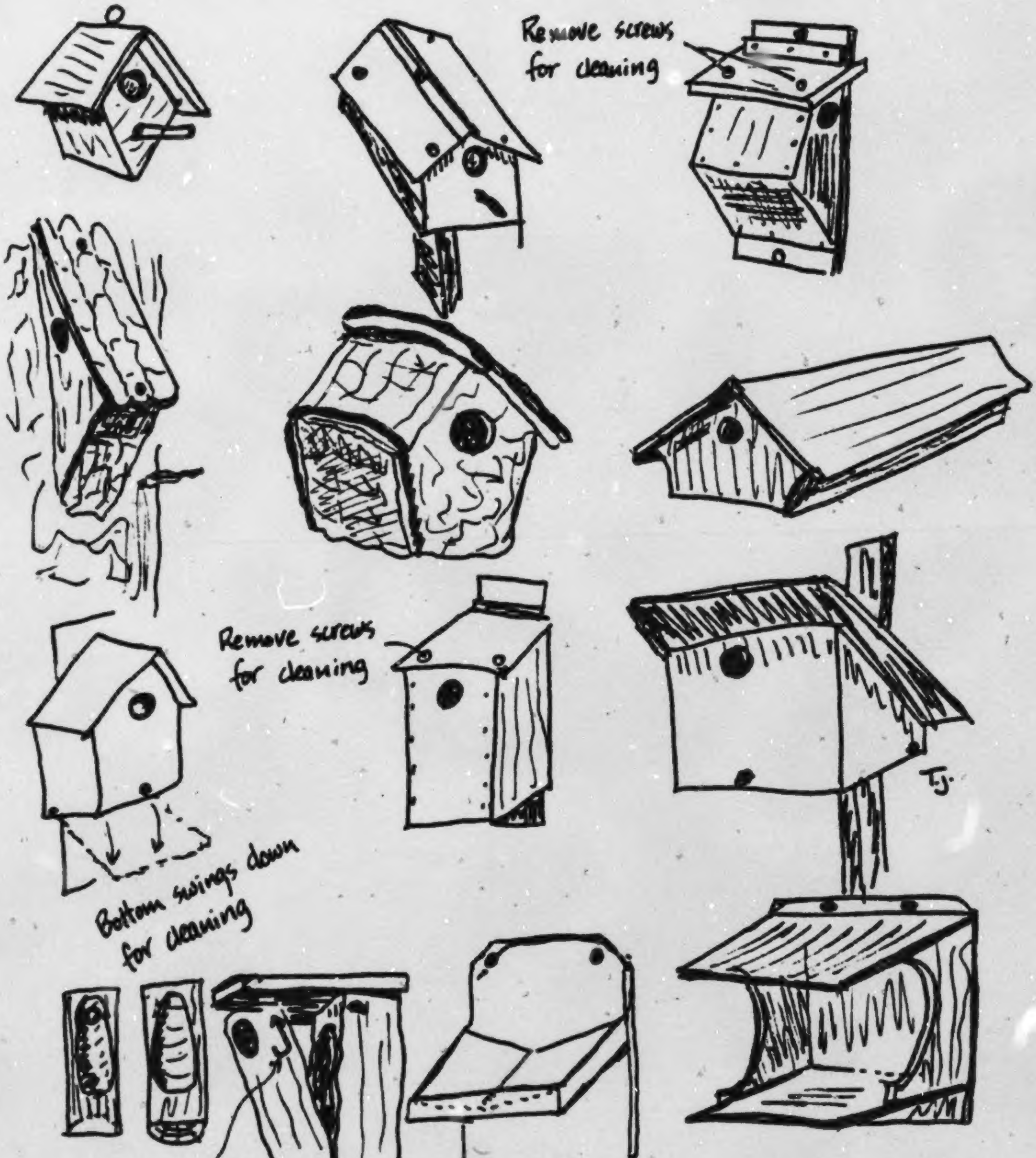
The following references provide excellent directions:

a. Ranger Rick's Nature Magazine, January 1977.

b. The Natural History Guide, by H. Charles Laun Alsac Books and Films, third edition, 1972.

Considerations: Plan and collect materials well in advance. This activity works best if each student is allowed to construct his/her own bird house.

Bird Houses


Remove screws for cleaning
Remove screws for cleaning
Bottom swings down for cleaning
T.J.
Hook fastener
Nesting shelves for robins & barn swallows

RANGER LESSON PLAN

Curriculum Unit: Work Project

Activity: Brush Clearing

Behavioral Goal: Students will work together, follow directions and develop group cooperation. Students will also gain a sense of accomplishment and improve their self-concept.

Materials: tools:
- loppers
- rakes
- McClouds
- rip saws and a poloskis for staff

Procedure:
1. Assess extent and complexity of job.
2. Inform students about job to be done.
3. Assign tools to students.
4. Cut down brush and stack it in a place where it can be hauled away

Considerations: Brush cutting is strenous work but good for building group cohesiveness. Depending on available staff, any group size can be used.

RANGER LESSON PLAN

Curriculum Unit: Work Project

Activity: Bus Clean-Up

Behavioral Goal: Students will follow directions and work as a team.

Materials:

- bucket
- soap
- broom
- water outlet
- mop
- rags
- hose

Procedure:

1. Wash outside of bus.
2. Sweep inside bus, remove trash.
3. Mop floor, wipe off seats and windows.

Considerations: Do not allow students to slosh water near the instrument panel.

RANGER LESSON PLAN

Curriculum Unit: Work Project

Activity: Canoe Paddles

Behavioral Goal: Students will work in pairs, share materials and demonstrate proper use of sharp tools.

Materials:
draw knifes
wood planks
work area

Procedure:

1. Using a draw knife, carve and shape a canoe paddle from 1" x 5" x 5' wooden plank. Staff must know proper technique for using the draw knifes. Practice this activity beforehand and develop a detailed safety plan for students. The chance of accident or injury from the draw knife is high, hence extreme caution and supervision are prerequisites to the activity.
2. Explain and demonstrate the activity/safety plan to students. Students should work in pairs, working alternately on each others' paddles.

Considerations: Plan and collect materials well in advance. Develop a safety plan before beginning the project with students

RANGER LESSON PLAN

Curriculum Unit: Work Project

Activity: Chipper Construction

Behavioral Goal: Students will follow directions, improve self-discipline and develop group cooperation. Students will also gain a sense of accomplishment and improve their self-concept.

Materials:

3/4" dowel
handsaw
glue
1/4" copper wire
wire clippers

Procedure:

1. Cut pieces of dowel into six inch lengths.
2. Drill 1 1/2" deep holes into end of dowel being careful to center drill.
3. Cut copper wire into 4" lengths.
4. Fill drilled hole with white glue.
5. Insert copperwire into dowel.
6. Allow glue to dry.

Considerations: This project is good for a small group. The task requires some precision work but does not take a great deal of time.

RANGER LESSON PLAN

Curriculum Unit: Work Project

Activity: Litter Patrol

Behavioral Goal: Students will work together, follow directions and develop group cooperation. Students will also gain a sense of accomplishment and improve self-concept.

Materials: litter bags enthusiasm!!!

Procedure:

1. Inform students of project, objective, area to be cleaned.
2. Assign litter bags to students.
3. Pick up all litter in the target area.

Considerations: This is a good activity. The students see immediate results from their labors. This activity should not be done for too long a period of time. If specific goals are set, students work harder to accomplish these goals. Scout out the area to be cleaned ahead of time to check for potential hazards.

RANGER LESSON PLAN

Curriculum Unit: Work Project

Activity: Trail Building and Maintenance

Behavioral Goal: Students will develop group cohesiveness through sharing and cooperating as they work together towards a common goal.

Materials:

- McCloud
- shovel
- lopper
- two man cross cut saw
- grub hoe
- trail brayker
- wheel barrow
- polaski for staff

Procedure:

1. Survey and assess total job with students.
2. Set daily job goals which fit into total job goal.
3. Collect necessary tools for accomplishing job.
4. Assess the total job with students.
5. Teach students proper tool usage, tool safety.
6. Assign tools to students.
7. Begin work.

Considerations: All of the tools listed above may not be needed in one day. The specific job goal will determine which tools are appropriate. Be well prepared, know what the specific job requires!

Tools should be kept clean and sharp. Students should be supervised at all times to make sure all safety procedures are being followed.

RANGER LESSON PLAN

Curriculum Unit: Work Project

Activity: Pine Tar and Wax Skiis

Behavioral Goal: Students will follow directions, improve self-discipline and develop group cooperation. Students will also gain a sense of accomplishment and improve their self-concept.

Materials:

- pine tar
- ski scrapers
- fire extinguisher
- cross country ski wax
- propane torch with spreader tip
- rags
- paint brush

Procedure:

1. Remove old wax with torch:
    a. Slowly heat ski moving from the top to the tail.
    b. With a rag, wipe off old wax before it can cool. *Be very careful not to burn ski with torch.
2. Paint pine tar onto ski bottom using a light steady pressure to obtain an even coat.
3. By using the torch, heat the pine tar until it just starts to bubble and work it into the ski.
4. Wipe off excess pine tar with a rag, being sure not to catch the rag on fire!
5. When the ski has cooled, wax it with a base green wax, and cork it smooth.

Considerations: Staff should have some experience before attempting this project with students. Because of the use of the torch, a great deal of care must be taken to guard against fire and students getting burned. Only the most responsible students should earn the privilege of using the torch.

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"Foot Facts and Toe Tips," *Ranger Rick*, May/June 1976.

"How Birds Fly," *National Wildlife*, Ned Smith, April/May 1975, p. 17.

"More About Bird Feeders," *National Wildlife*, Aug/Sept. 1976, p. 34.

"Profile - Great Blue Heron," *Pacific Search*, Skye Davis, Oct. 1976, pp. 5-6-7.

"Recycle for the Birds," *Ranger Rick*, Richard B. Fisher, Dec. 1976.

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BULLETINS

"Oregon Wildlife" (free) Sent by:
Oregon Fish and Wildlife Commission
Oregon Dept. of Fish and Wildlife
1634 S.W. Alder
Portland, OR 97208

Information Leaflets (free)
Oregon State Fish and Wildlife Commission

CLIMBING

Basic Rockcraft, Royal Robbins, La Siesta Press, Glendale, Calif., 1971.

Book of Knots, Clifford Ashley, Doubleday & Co., Garden City. N. Y.

Ropes, Knots and Slings for Climbers, Walt Wheelock, La Siesta Press, Glendale, Calif. 91209, 1967.

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Be Expert with Map and Compass, Bjorn Kjellstrom, Chas. Scribner's Sons. New York, 1976. ($5.95)

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Eyes Are Easy: How to Draw Animals, Will C. Howell, Sweeney, Krist, Dimm, Inc., 535 N. W. Sixteenth St. Portland, Ore. 97209, 1976.

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Design with Nature, Ian L. McHarg, American Museum of Natural History, Natural History Press, Garden City, N. Y., 1969.

Ecology - An Overview, Six Principles of Ecology, Sherman Swanson, Resource Recreation Management, Oregon State University, Corvallis, OR.

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Fieldbook of Selected Wildlife: Focus on Deschutes National Forest in Oregon. Compiled by William J. Deibert, Milton J. Griffith, Katherine Zahl, US Dept. of Agriculture, Forest Service, Pacific N. W. Region.

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The Life of the Forest
The Life of the Desert
The Life of the Ocean
The Life of the Seashore
McGraw-Hill Book Co.

The Tale of a Pond, The Tale of a Wood, The Tale of a Meadow, Henry B. Kane, Alfred A. Knopf, Inc., BOR201 Nature Study Books, 1960.

The Web of Life, Marston Bates, Alfred A. Knopf, Inc., Vintage Books, 1960.

"Wind Power," National Wildlife, David Lee, Aug/Sept. 1975, pp. 30-33.

ENERGY

Energy and Man's Environment
0224 SW Hamilton
Suite 301
Portland, Oregon 97201

226-7131

OMSI Energy Center
Saralee Asby
Peter Borden

248-5920

ENVIRONMENTAL TEACHING MATERIALS

Acclimatization, Steve Van Matre, Towering Pines, Eagle River, Wisc. 1972. ($3.25)

Acclimatizing, Steve Van Matre, American Camping Assoc., Bradford Woods, Martonsville, Ind. 46151. ($3.75)

Cowtails and Cobra's: A Guide to Ropes Courses, Project Adventure, 775 Bay Rd., Hamilton, Mass. 01936.

Energy, Food, and You, (secondary) focuses on environment problems. Wash. State Office of Public Instruction, Office of Environmental Ed., Educational Service District No. 110.

Field Study Trip Directory of Clackamas County and Surrounding Areas, Outdoor Environmental Education Department, Clackamas County I.E.D. Marylhurst Campus, Marylhurst, Oregon 97036.

The Natural History Guide, Charles H. Laun, Alsac Books and Films, 1212 Hazel Drive, Alton, Illinois 62002, 1967.

Outdoor Biology Instructional Strategies, Lawrence Hall of Science, Univ. of Calif., Berkeley, Calif. 94720.

Project Learning Tree, K-6 and 7-12, Developed and Produced by: Education/ Research Systems, Inc., Grant from American Forest Institute 1619 Massachusetts Ave., N. W. Washington D. C. 20036.

Resident Outdoor School Handbook, Lane I.E.D., Environmental Education 1200 Highway 99N, Eugene, Oregon 97402.

Teaching Through Adventure-A Practical Approach, Project Adventure, 775 Bay Road, Hamilton, Mass. 01936.

FILMS

"By Natures Rules," local libraries, school districts, or Tacoma Mountain Rescue Association, P. O. Box 696, Tacoma, Washington or Safeco Insurance Co., 1500 S. W. 1st, Portland, Oregon.

This is the only film we found to be a necessity to the curriculum.

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North American Indian Arts, Andrew Hunter Whiteford, Golden Press, New York, 1973.

Northwest Coast Indian Art, Bill Holm, University of Washington Press, Seattle, Washington, 1965.

Sea and Cedar, Lois McConkey, Madrona Press, Austin, Texas, 1973.

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"A Legal Crab," *Pacific Search*, September 1976, p. 49.

"Life at the Edge of the Sea," *National Wildlife*, Jeffrey O. Foott, April/May 1976, pp. 42-47.

Living Shores of the Pacific Northwest, Lynwood S. Smith, Washington professor. ($9.95)

"The Ocean Forest," *Ranger Rick*, Jeff Foott, December 1975. (otters)

"Oregon's Dying Dunes," *Pacific Search*, Sharlene P. Nelson of Coos Bay, September 1976, p. 8. (OMSI)

"Origins and Evolutions," *Pacific Search*, Victor Scheffer, November 1976, pp. 2-3.

Plants of the Oregon Coastal Dunes, Dennis Smith Wiedeman, Dept. of Botany, Oregon State Univ., Pub. OSU Bookstore, 1974. ($2.35)

The Sea Shore, C. M. Younge, (Bill Adams).

Seashells of the Pacific Northwest, James Seely White.

"The Seaweeds-Marine Pioneers," Messages from the Shore, *Pacific Search*, Victor Scheffer, Dec/Jan 76/77, pp. 53-54.

"The Secret World of the Octopus," *Ranger Rick*, Dr. G. Ruggien, April 1976.

"Sharks," *Ranger Rick*, James Newton, January 1977.

Shore Wildflowers of California, Oregon and Washington, Philip A. Muny, Univ. of Calif. Press, Berkeley and Los Angeles, Calif., 1973.

"Sponges," *Ranger Rick*, Dick Kirkpatrick, January 1977.

"Strategies of Marine Animals, Messages from the Shore," *Pacific Search*, Victor B. Scheffer, March 1977, pp. 2-3.

"The Web of Life in a Tidal Marsh," *Pacific Search*, Sept. 1976, p. 52.

ORGANIZATIONS

Northwest Outward Bound School, 0110 SW Bancroft, Portland, Or. 97201
Offers wilderness courses that are geared to helping students (of all ages). Ranger has adopted some of the Outward Bound techniques. Pursue goals.

OMSI/Oregon Museum of Science and Industry, 4015 SW Canyon Road, Portland Oregon 97221
Offers survival classes aimed at educators.

Survival Education Association, 903 5 Golden Given Road, Tacoma, Wash. 98445
Offers a wide range of survival teaching materials.

Tacoma Mountain Rescue, P. O. Box 696, Tacoma, Washington 98401
Offers teaching materials.

PERIODICALS

"Audubon," National Audubon Society, 950 Third Avenue, New York, N.Y. 10022.

"The Journal of Environmental Education," 4000 Albemarle Street, N.W. Suite 302, Washington D. C. 20012.

"National Wildlife," National Wildlife Federation, 1412 16th St. N.W. Washington, D. C. 20036. ($7.50/yr.)

"Pacific Search," Oregon Museum of Science and Industry, 4015 SW Canyon Road, Portland, Oregon 97221.

"Ranger Rick's Nature Magazine," National Wildlife Federation, 1412 16th St., Washington D. C. 20036. ($7.00/yr.)

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